

# SCHOOL MANAGEMENT

February 1961

PRACTICAL SOLUTIONS TO SCHOOL MANAGEMENT PROBLEMS

A new challenge for  
local school boards

GRADES

13 & 14

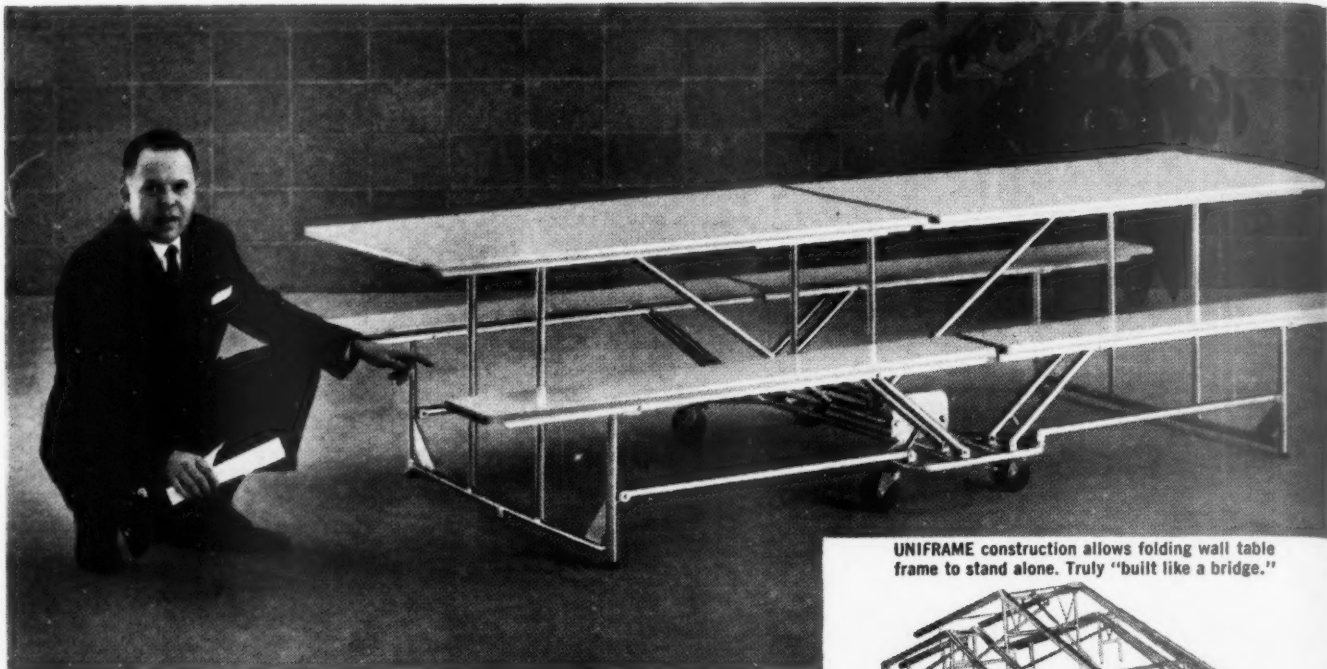
How to introduce  
a new idea to  
your taxpayers

IS YOUR DISTRICT  
WASTING  
MAINTENANCE  
DOLLARS?



*What are you  
doing about*  
**Reading Development**  
*after sixth grade?*

SEE COMPLETE CONTENTS ON PAGE 2



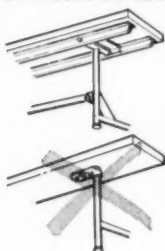
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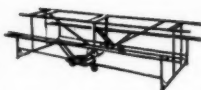
## AN OPEN LETTER TO SCHOOL MANAGERS ON IMPROVED MULTI-USE ROOM EQUIPMENT

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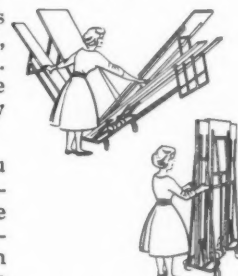


Ordinary construction methods use tops and benches as structural members, fastening them to hinges, legs, etc. This method imposes undue strain and stress on all points of attachment. The result is unstable, short-lived roll-away equipment.



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Sincerely,  
NEWELL V. RISDALL, Sales Manager  
Smith System Manufacturing Co.  
Minneapolis 14, Minnesota

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# SCHOOL MANAGEMENT

February 1961

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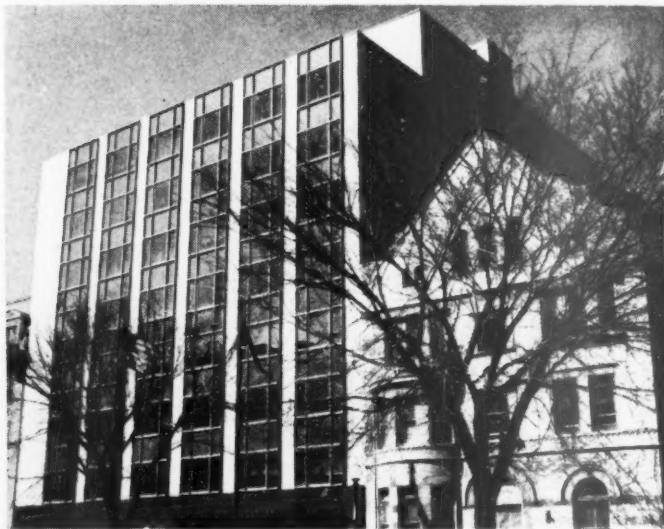
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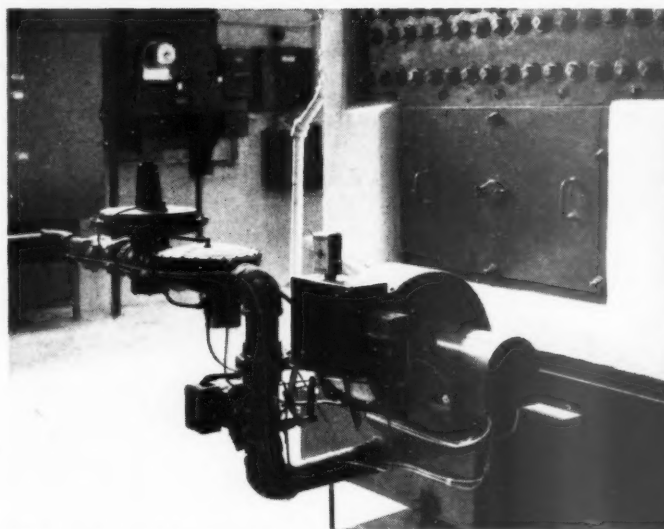
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SCHOOL MANAGEMENT

*A sampling of correspondence across the editor's desk.*

#### A word to the wise

SIR: Salvageable students? Could the learned Mr. Bledsoe possibly mean salvable? (See "An interview with the Council for Basic Education," SM, Dec. '60.) Must we put him down as another exhibit of 1915 schools, or is the Council for Basic Education hopeful of revising the dictionary as well as American education?

CHARLES H. WILSON  
SUPERINTENDENT  
HIGHLAND PARK, ILL.

#### Unanswered questions

SIR: I was quite pleased when I saw on the cover of your December issue that you had conducted an interview with some members of the Council for Basic Education. I had some doubts in my mind from the material that I had read previously concerning some of the things they have said.

Unfortunately, I was appalled as I read the interview. Here were people who were having some effect on the thinking in education today and yet were quite shallow in their thinking in regard to the basic issues in education today. Almost any teacher could have provided you with more intelligent answers.

I thought the interviewer did an excellent job in asking questions that would tend to clarify the stand assumed by the Council for Basic Education. On the other hand, the answers were very vague and indicated a tremendous lack of knowledge of today's educational program, at least among these three members. I hope that their responses are not typical of the thinking done by the membership of the Council for Basic Education. If so, it is obvious that they know little about what is happening in our schools today.

I am only sorry they did not allow other members, more informed about education today, to answer your questions. These men did not answer them.

FRED M. KING  
DIRECTOR OF INSTRUCTION  
ROCHESTER, MINN.

■ *Thanks. We had expected hostile reaction from some readers when we decided to publish the interview with*

*CBE. Only one has come to our attention—a letter sent by an advertising salesman for one of our competitors to one of our advertisers. He said that the other "professional" magazines wouldn't mention CBE in their pages, and implied that, through ignorance or malice, we had given publicity to an "enemy of education."*

*Frankly, we don't believe that the way to defeat an "enemy" is to ignore him. We do believe in the old Anglo-Saxon tradition that ideas rise or fall on their own merit.*

*Do you agree, or do you feel that "professional" magazines should ignore the critics of education? We'd like to have your reactions.* ED

#### Uncooperative

SIR: Your interview with The Council for Basic Education has evoked some controversy. This should please you because controversy is the heart of interest and will get people to read your magazine. I laughed when I read that the NASSP is a typical NEA subsidiary, etc., etc., and that a number of its members move into AASA. The fact is that AASA is much more cooperative with NEA than we are. The AASA uses all of the NEA services—mailing, distribution, etc. NASSP doesn't use any.

Also, as a member of the Office of Education staff for eight years, I am quite interested in Mr. Bledsoe's reference to life adjustment education which has been dead, lo, these many years.

ELLSWORTH TOMPKINS  
EXECUTIVE SECRETARY  
NATIONAL ASSOCIATION OF  
SECONDARY-SCHOOL PRINCIPALS

#### More uses for halls

SIR: Your article, "The convertible corridor" (SM, Dec. '60), strikes home. For the past four years we have furnished such hall space in one of our elementary buildings for use as a part of the regular classroom for folk dancing, art work, reading groups and other similar activities. At noon each teacher eats here with her own group, served by a traveling steam table. We have scheduled student activities so that each group is ready to eat as the serving progresses down the hall.

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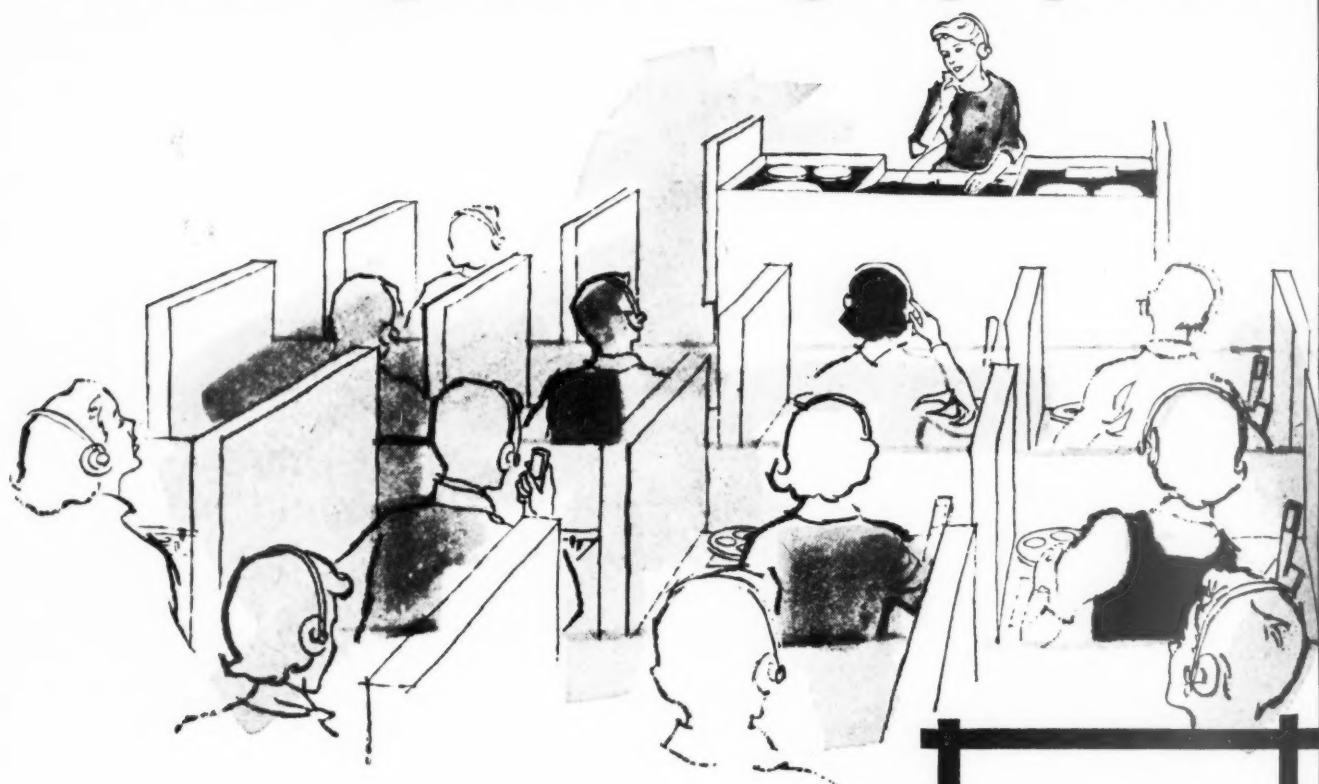
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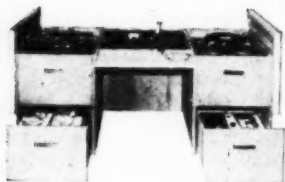
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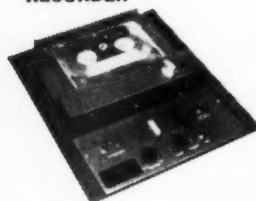
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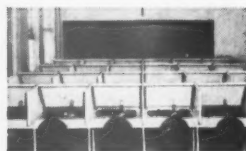
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*For a free copy of this booklet, circle number 823 on the Reader Service Card.*

▼ **Catalog of flooring products.** Required federal specifications, physical characteristics of flooring products, recommended subfloors and light reflectance values are some features of a new catalog on flooring products published by the Uvalde Rock Asphalt Co. The 12-page catalog, which includes abridged installation specifications of tile, displays the styles and colors available in vinyl asbestos floor tile, asphalt tile and grease-resistant tile.

*For a free copy of this catalog, circle number 828 on the Reader Service Card.*

▼ **Wall charts for shops.** The Columbia Vise & Mfg. Co. is distributing wall charts which pictorially show students how to use and care for their vises. The posters are 16 by 22 inches. Reversible, they show bench vise data on one side and woodworkers' vise suggestions on the other. (Smaller versions of the charts are available for insertion in notebooks.)

*For free copies of these charts, circle number 800 on the Reader Service Card.*

▼ **Cafeteria equipment.** Labor-saving devices are featured in the 1961 Bloomfield Industries catalog of food preparation and service equipment. The

catalog's emphasis is on stainless steel equipment, and an expanded line of service trucks.

*For a free copy of this catalog, circle number 819 on the Reader Service Card.*

▼ **Protective coating.** A four-page illustrated bulletin, covering its mastic protective coating for corrosion prevention, is being made available by the Witco Chemical Co. The product is a blend of asphalts, petroleum resins, plasticizers, asbestos, mica and solvents. The bulletin also includes data on the product's physical properties and a chart for calculating the number of gallons needed to provide a specified film thickness. Suggestions for application are provided.

*For a free copy of this bulletin, circle number 826 on the Reader Service Card.*

▼ **Models, kits and materials.** The Edmund Scientific Co. is offering its 1961 catalog, which includes specifications of models helpful in teaching mechanical and scientific principles, actual working models for assembly by students, and a series of kits and materials for projects and class instruction. The 96-page catalog also lists books, games and devices for mathematical instruction, class and lab equipment, drawing sets and instruments.

*For a free copy of this catalog, circle number 811 on the Reader Service Card.*

▼ **Power tool catalog.** Industrial power tools and accessories, many of which can be used in school vocational education shops, are listed in a 92-page illustrated catalog issued by the Rockwell Mfg. Co. Drill presses, grinders, planers, lathes and saws are some of the items described. Complete specifications and descriptions are included.

*For a free copy of this catalog, circle number 831 on the Reader Service Card.*

▼ **Electrically heated schools.** Lower building costs, cleaner heating and flexibility of heat distribution are three of many advantages of electric heating. So claims a brochure published by the Edison Electric Institute. The brochure lists schools in which electric heating facilities have been installed. The schools are listed by location, size, and type of equipment.

*For a free copy of "Modern Schools are Heated Electrically," circle number 806 on the Reader Service Card.*

▼ **Nuclear education.** A 46-page booklet published by Baird-Atomic, Inc., summarizes current progress in nuclear training on both governmental and educational levels. The booklet contains practical, detailed reports on the use of radioisotopes in high school, on federal programs of financial assistance to institutions or students engaged in nuclear training, and on experiments and lab techniques with radioisotopes.

*For a free copy of "The Educator . . . and the Atom," circle number 829 on the Reader Service Card.*

▼ **Picking a custodial supervisor?** Checklists and recommendations on how to select custodial supervisory personnel are being made available by the Puritan Chemical Co. The check-lists suggest three methods of recruiting supervisors, and describe eight attributes to look for in the applicants. Information about standard personnel tests which may be given is also provided.

*For free copies of the checklist and recommendations, circle number 813 on the Reader Service Card.*

▼ **Window decorating handbook.** Your home economics teachers will find this 30-page illustrated handbook helpful as a guide on window decorating. The

*continued on page 84*



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SM

SCHOOL LAW



By Dr. Stephen F. Roach

## Pupil stock clerks

### SHOULD PUPILS BE ASSIGNED DUTIES AS "STOCKROOM CLERKS"?

**THE QUESTION:** What are some of the legal complications that might follow the assignment of pupils to do non-classroom physical work?

**THE FACTS:** In 1950, when Feuerstein was an eighth grade student in P.S. 25, Brooklyn, N. Y., he was assigned to be a stockroom monitor. His duties required, among other things, the lifting and carrying of supplies and books from one portion of the school to another and to the school annex across the street. Such work required climbing flights of steps from floor to floor.

At the beginning of June, 1951, Feuerstein (then 14) was assigned to this work for three full school days to the exclusion of all class work. On June 4th, while performing these duties (at the specific instruction of the assistant principal), he experienced pains under his heart. He reported this to the assistant principal who thereupon suggested that two boys—rather than one—be used to lift or carry each carton of books.

While carrying out these instructions, he again experienced similar pains and again reported them to the assistant principal. She then suggested that he store supplies in the art room (where no teacher was present) and that he use a chair to reach the upper shelves. While doing this work, he again experienced the pains and reported them to the assistant principal. She said, "It is near lunchtime. Go home. If you feel better, come back because there is work to do."

The boy was so ill when he reached his home that a doctor examined him. His injury was diagnosed as an acute heart strain and muscle damage to the heart.

Feuerstein, when he was 23 years of age, sought to recover damages for the "permanent impairment" of his heart resulting from this assignment "to do extra-curricular physical work in excess of his normal capacity."

**THE RULING:** The New York City Board of Education was negligent in assigning the pupil this type of work.

In its opinion, the court found that the pupil's activities "as a member of the stockroom squad were not properly supervised by the teachers or by the assistant principal." It held, in addition, "that the New York City Board of Education, through those employees, was careless and negligent in requiring [Feuerstein] to do the

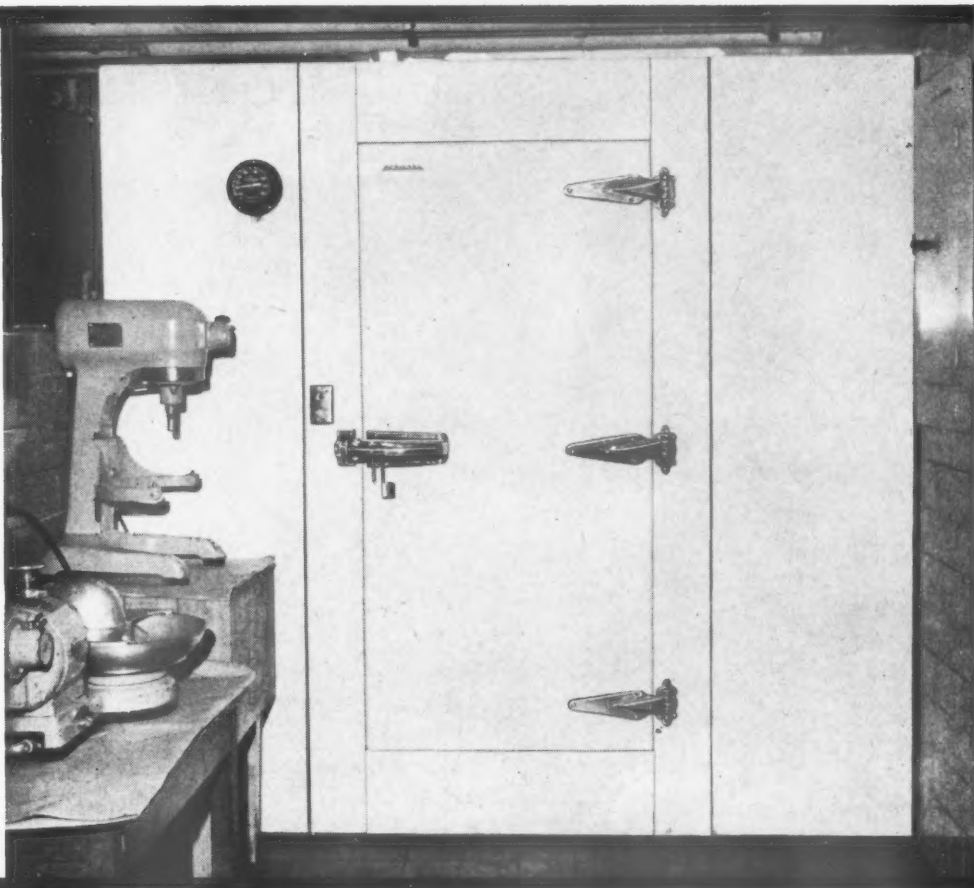
### About the author

Dr. Stephen F. Roach is editor of the *Eastern School Law Review* and is an assistant principal for the Jersey City, N.J., schools.



SCHOOL MANAGEMENT

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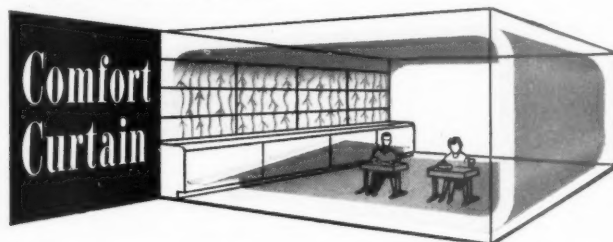


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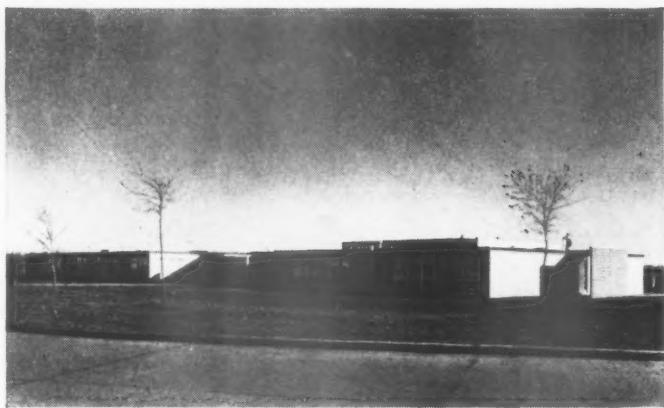
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FEBRUARY 1961

type of work to which he was assigned." The court found, further, "that . . . suggesting to [Feuerstein] that he continue, after the first complaints of pain, constituted acts of negligence." The opinion had noted earlier that when he had been assigned this work, Feuerstein was a 95-pound, frail, pallid youngster, whose condition had been noted by his teacher and the assistant principal.

Thereupon the court rendered judgment against the board for the sum of \$35,000.

In its opinion, the court made one other highly significant comment: "[Children sent to public schools should not] be subjected to onerous duties which should be performed by physically strong employees of the board of education or by the teachers themselves. Children are sent to schools to be taught and not used as stockroom clerks where such work takes them away from their classrooms and requires them to perform duties not in the educational field."

*Feuerstein et al. v. Board of Education of City of New York et al. In New York Supreme Court; decided June 29th, 1960; cited as 202 N.Y.S.2d 524.*

## Condemnation

### IS SCHOOL DISTRICT PROPERTY SUBJECT TO "EMINENT DOMAIN"?

**THE QUESTION:** Can local municipal authorities, without the consent of the local school district, condemn public school land for proposed highway purposes?

**THE FACTS:** In an attempt to solve a traffic problem existing in the area of the Lincoln Elementary School the New Britain, Conn., city common council voted funds to extend an adjacent road in such fashion that the extension would take a substantial part of the Lincoln school property. The proposed extension would also separate the school building itself from a portion of school land then being used by the school for a playground and physical education instruction. The New Britain school committee refused to consent to the proposal.

**THE RULING:** The city could not construct the road—on land devoted to school purposes—without the approval of the school committee.

In its opinion, the court emphasized that:

1. The properties concerned were committed to school use and were controlled by the school committee.
2. The school committee is a state agency and has complete charge of public education within the city.
3. An action by the school committee, if within its conferred powers, is not subject to control by the city common council or other city officers.
4. The power of the city authorities to lay out and alter streets did not permit it to take, for street purposes, property actually devoted to school purposes, unless the school committee had approved. "Otherwise, the function and responsibility of the school committee as conferred by statute could, on occasion, be rendered uncertain and ineffective."

*Canzonetti et al v. City of New Britain et al. In Connecticut Supreme Court of Errors; decided June 28th, 1960; cited as 162 A.2d 695.*



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**Q** How does Chevrolet Independent Front Suspension work to improve school bus performance?

**A** When a bump looms up, Chevy's independently suspended front wheels "walk" right over it. Rugged control arms help assure stable, safe handling; help prevent temporary misalignment by big bumps or heavy loads. At the same time, friction-free torsion springs do a better job of absorbing bumps and cushioning the ride. And front shock absorbers (standard equipment!) offer maximum ride control. Result: smoother, safer school bus performance with far less wear and tear on all components.

**Q** How does Chevrolet's front suspension differ from that of some other school buses?

**A** Basically, the Chevrolet design eliminates the rigid I-beam front axle and stiff leaf springs which tend to transfer road shock to chassis components, body and passengers.

**Q** How does Chevrolet Independent Front Suspension affect operating costs?

**A** Because Chevrolet school buses ride so much more smoothly, all components are protected from costly damage due to severe road shock. This means that Chevy buses will last longer—and keep your repair and parts replacement costs to a bare minimum.

**Q** Is tire life affected in any way?

**A** Conclusive engineering road tests have shown that Chevrolet's Independent Front Suspension can extend useful tire life by eliminating I-beam axle shimmy, a major cause of flat spots and tire cupping.

**Q** How about handling ease, from the standpoint of the driver?

**A** Independent wheel action minimizes the wheel fight caused by transfer of road shock through linkage to the steering wheel. Rugged control arms and low-friction spherical joints guide the wheels precisely while Chevy's friction-reducing ball-gear steering provides almost effortless wheeling.

**Q** Do all Chevrolet school buses offer this new suspension?

**A** Yes. From the Suburban Carryall which holds 8 passengers to the big Series 70 model which will accommodate a 66-passenger body, all 1961 Chevrolet school bus chassis provide I.F.S. as standard equipment. I.F.S. is not brand new, however—there are now more than 300,000 1960 and 1961 Chevrolet I.F.S. buses and trucks at work throughout the country.

**Q** What type of rear springs are used by Chevrolet?

**A** All Chevy school bus chassis are equipped with unique variable-rate rear springs. Spring stiffness automatically changes to provide extra riding comfort under all road and load conditions.

**Q** Where can I get further information on Chevrolet's school bus models?

**A** Your Chevrolet dealer has all the facts at his fingertips. He can brief you, for example, on the famous money-saving 6's and short-stroke V8's that power 1961 Chevrolet school bus models. He'll be glad to fill you in on all the facts about the complete line of Chevrolet models for school transportation. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.

## THE VALUE BUY IN SCHOOL TRANSPORTATION



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# THINGS YOUR PUBLIC OUGHT TO KNOW

Basic information that schoolmen can use as part of a community education program

## Can all of our states support good schools?

**Editor's note:** The issue of federal aid to education has already been raised in this session of Congress, and there is little doubt that it will be a major question for many months. More than that, no matter what action our representatives take this year, it is destined to remain a major issue on our political scene for some time to come.

The following article is based on a speech prepared by Sam Lambert, research director of the National Education Association. Although Mr. Lambert's position is obviously a partisan one (the NEA has been a leader in the fight for greater federal aid to education), it is not our intention in presenting this material to take sides in the matter. We do, however, hope to present some facts and figures on past, present and future support of the public schools that will serve as the basis for constructive discussion of the problem.

■ ■ ■ More money is spent on public education each year than on any other single public activity other than national defense. And, within a decade or two, spending for education may actually outstrip spending for defense.

In 1949-50, it cost \$5.8 billion to keep our elementary and secondary schools running. Last year, expenditures almost tripled to an estimated \$15.5 billion. It has been estimated by many economists and statisticians, that, at the present rate of growth and expansion, the public

schools will probably cost \$31 or \$32 billion each year by 1970.

Where is this extra \$15 billion to come from?

Some of it is going to come from increased revenues from present taxes. Our Gross National Product (the value of all goods and services produced in the United States in a single year) is increasing rapidly. At present, about 3% of the GNP is captured for public education. Assuming that this percentage remains constant, that alone would account for almost one-half of the

extra \$15 billion in 1970. What about the rest of the money needed for education?

### Property taxes

The greatest part of school revenue today is raised on the basis of property taxes. These taxes amounted to \$129 per person in New Jersey in 1959. In California, \$130 per person was being spent on property taxes and in Massachusetts the figure was \$133. In 1959, property taxes exceeded \$100 per capita in 15 states. For the country as a whole, property taxes now amount to almost 4% of personal income.

It is doubtful if these taxes can be raised much higher than they stand now without overcoming tremendous resistance.

### State taxes

In recent years, the states have been carrying about 40% of the cost of the public schools. Can the

*continued on page 20*

TOTAL OF STATE AND LOCAL TAX COLLECTIONS PER \$100 OF PERSONAL INCOME, 1959

<b>U.S. average</b>	<b>\$ 8.49</b>	Kentucky	7.59	North Dakota	12.01
Alabama	7.71	Louisiana	11.24	Ohio	7.09
Alaska	6.08	Maine	9.48	Oklahoma	9.28
Arizona	9.62	Maryland	7.87	Oregon	9.40
Arkansas	8.98	Massachusetts	9.31	Pennsylvania	7.25
California	9.50	Michigan	8.95	Rhode Island	8.50
Colorado	9.99	Minnesota	10.32	South Carolina	8.37
Connecticut	7.06	Mississippi	10.57	South Dakota	12.28
Delaware	6.45	Missouri	6.60	Tennessee	8.17
Florida	9.04	Montana	10.90	Texas	7.76
Georgia	8.42	Nebraska	8.20	Utah	9.39
Idaho	9.65	Nevada	9.11	Vermont	11.31
Illinois	6.98	New Hampshire	8.28	Virginia	6.97
Indiana	8.05	New Jersey	7.67	Washington	9.51
Iowa	9.80	New Mexico	9.09	West Virginia	7.83
Kansas	10.68	New York	9.24	Wisconsin	9.54
		North Carolina	8.16	Wyoming	10.10

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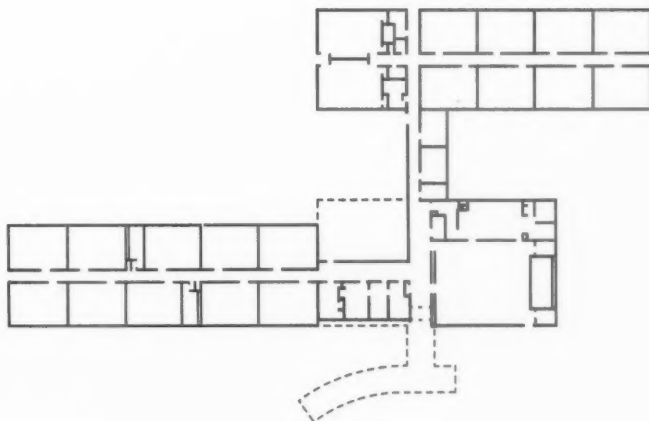
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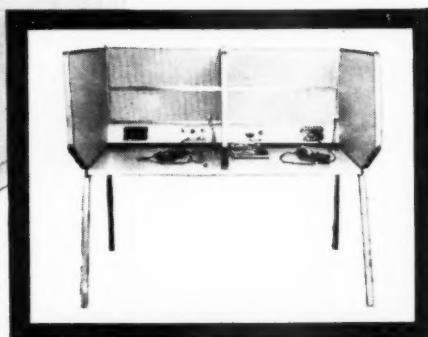
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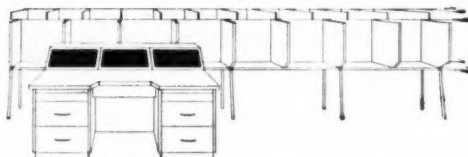
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growing variety of state taxes continue to carry two-fifths of the cost of public education?

Unfortunately, where local taxes are low, state taxes are usually correspondingly high. This is not always true, but an examination of the levels of state and local taxes will reveal a large degree of inverse relationship. In 1959, state taxes in the state of Washington amounted to \$148 per capita, in Delaware \$149 and in Hawaii \$170. Even in the relatively poor state of Louisiana, state taxes amounted to \$137 per capita. In the fiscal year 1959, state taxes amounted to over \$100 per capita in 15 states. According to the Bureau of Census, the national average that year was \$91 per capita.

State taxes in 1959 amounted to \$8.64 per \$100 of personal income in Hawaii. In the states of Louisiana and Mississippi, state taxes amounted to \$8.37 and \$7.24 per \$100 of personal income. For the country as a whole, these taxes require 4.2% of personal income. These figures are for fiscal 1959. They have gone up since then.

### Property and state taxes

Since the support of public education is a cooperative enterprise of local and state governments, the only way to make sense out of this picture is to put all state and local taxes together and see how the overall problem looks. For example, state and local taxes combined, for the year 1959, amounted to \$265 per capita in California, \$253 in New York and \$245 in Nevada. There are 13 states where the combined state and local tax load amounts to over \$200 per person in the population. Looking at this another way, in South Dakota, state and local taxes in 1959 amounted to \$12.28 per \$100 of personal income. There were eight other states where state and local taxes amounted to over 10% of personal income (see box, page 16).

State and local tax revenues combined, doubled between the years 1950 and 1958 and the total has gone much higher since 1958. State and local tax collections per \$100 of personal income are beginning to look more like the bite of a federal income tax than like that of the traditionally modest state and local taxes. It should be noted that

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some of the states putting forth the greatest tax effort at state and local levels still have the most inadequate schools in the country.

The problem of supporting education is not wealth; it is a problem of tax machinery. A property tax, in supporting our country's second largest enterprise, has certain weaknesses. Its growth is slow and not in proportion to productivity and wealth. There are also problems in enacting further increases in state taxes. Many governors and legislative bodies are worried about competition for business and industry.

### Is federal aid the answer?

There are certain misconceptions and misunderstandings in the great debate over federal support of education. The first of these relates to the size of the national debt.

The national debt is high but it actually has decreased from 93% of the Gross National Product in 1949 to 62% in 1959. In relation to assets, the federal debt is not nearly as large as it was 10 years ago. It has gone up only 8% to 10% in the past 10 years, whereas state-local debt has gone up almost 200%.

Another misconception relates to the "freight charge" on the federal tax dollar. The common statement is, "Why send a tax dollar to Washington when by the time it gets back to the local government, it has shrunk to 60 cents?" Actually, the federal tax collection machinery is by far the most efficient we have ever devised. The cost of collecting local taxes is far higher. Experts have estimated that the collection and administration of local taxes costs as much as \$10 per \$100 collected. The cost of collecting state taxes is estimated on the average in excess of \$1 per \$100. Federal taxes are collected at the rate of 44 cents for every \$100.

A third issue in the great debate involves the charge of federal control. There have been many federal grants in past years. Some have involved control and some have not. But the most dangerous control in existence is that exerted by poverty. The thing that really controls important decisions on education at the local level is the lack of money. Suppose a school district decides it wants a summer program in remedial reading. No one makes the decision for that district; it's entire-

ly a matter of whether it can find the money to support such a program.

The same is true of a district that wants to add a third year of mathematics to its high school curriculum. The problem here is whether it can find a qualified teacher to employ at the going salary rate. Again, it is a matter of money.

Some people believe there is something inherently wrong with using federal money for education. Why? Federal money is used for practically every other purpose.

Look how much federal money

already goes to the states. Over the country as a whole, federal money flowing into the states in various types of aid equals 47% of the total of state tax collections. State and local governments would find it exceedingly difficult to operate without the assistance now received from the federal government.

Farmers, doctors, nurses, highway users and highway builders, retired persons, the physically handicapped, veterans, widows, the unemployed—all derive some benefit from federal money. Why not the youth of this nation? **End**

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Easy to store! Easy to fold and unfold!  
Easy to clean! Built for years of rugged  
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PORTABLE-FOLDING  
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Has the Exclusive "Piggy Back" Storage  
Feature. A Table that can change your  
multi-purpose room into a cafeteria, class-  
room or lecture hall in seconds. With the  
"Piggy-Back", your 12 standard folding  
chairs store right with the table.



**DU-HONEY 512  
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Features the "Hide-Away" Net. A quality  
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Store it in a closet! Glide it into place!  
Open with "feather touch" . . . and you're  
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table in tucked position and extends to  
official width when opened.

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Plenty of leg room with the "Off-Center"  
leg principle, which adds seating to ends.  
Lightweight, sturdy, folds compactly for  
easy stacking.



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tables. Durable construction  
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**PORTABLE  
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WHERE TO GET HELP

*A guide to useful information*

## RECREATION

**Equipment and supplies.** A practical  
guide to purchasing equipment and  
supplies for programs in athletics,  
physical education and recreation has  
been published by a department of  
the NEA.

The manual contains chapters cover-  
ing how to select materials (by type  
and need), how to budget and how to  
maintain the equipment. Two detailed  
sections fully explain the procedures  
of procurement and accountability.

Carefully indexed, the manual is  
certain to be of assistance to your  
recreation director, teachers and  
coaches. In it they will find sample  
forms, for example, to cover inven-  
tories, issuing of equipment, cleaning  
and laundry, etc. There is an explana-  
tion of the proper method of measur-  
ing and fitting athletic equipment, a  
list of supplies which should be kept on  
hand in the training room, and many  
other similar aids. At the conclusion  
of each chapter, a bibliography helps  
the reader acquire more detailed in-  
formation.

EQUIPMENT AND SUPPLIES FOR ATHLET-  
ICS, PHYSICAL EDUCATION AND RECREA-  
TION. *The American Association for  
Health, Physical Education and Recre-  
ation, 1201 16th St., N.W., Wash-  
ington 6, D.C. 98 pages. \$2.50.*

## TRANSPORTATION

**School bus law.** Should public service  
transportation be provided for students  
attending non-public schools? Or is  
this an unconstitutional use of public  
funds, siphoned off to private institu-  
tions? These were the questions the  
Connecticut lawmakers—and interest-  
ed private parties ranging from Protes-  
tant and Catholic clergymen to citi-  
zens' groups and party politicians—  
tried to answer in 1957 with the in-  
troduction of a school bus bill in the  
state legislature.

This book presents an objective,  
factual account of the controversy that  
ensued. It describes the stands taken  
by those who favored and those who  
opposed the legislation. It serves as a  
documented record of what was pro-  
posed, how the involved parties react-  
ed and what the outcome was. As a

sober presentation of a highly contro-  
versial subject in our public schools  
today, it deserves to be read by  
thoughtful schoolmen everywhere.

THE SCHOOL BUS LAW, by *Theodore  
Powell. Wesleyan University Press,  
356 Washington St., Middletown,  
Conn. 334 pages. \$5.*

## CURRICULUM

**Reading and reading instruction.** Scho-  
lastic Magazines is publishing a book  
which includes more than 40 major  
speeches given at last year's Interna-  
tional Reading Association confer-  
ence. About half of the addresses are  
concerned with reading and mental  
health.

Following the pattern of the con-  
ference, the book is divided into five  
categories: the addresses given at the  
general meeting; reading instruction  
for beginners; reading and mental  
health; reading in relation to the total  
curriculum; and writing books for  
children.

NEW FRONTIERS IN READING. *Scholas-  
tic Magazines, 33 W. 42nd St., New  
York City 36. 176 pages. \$2.*

## AUDIO-VISUAL

**Anthropology films.** Indiana Univer-  
sity's Audio-Visual Center is now dis-  
tributing a catalog of rental films on  
anthropology.

Each of the 363 films is listed al-  
phabetically and by subject headings  
(factual, folklore, etc.), and is cross-  
referenced to related subject areas.  
They are all annotated for running  
times, general themes and rental  
prices.

FILMS FOR ANTHROPOLOGY. *Distributed  
by circulation department, Audio-Vis-  
ual Center, Indiana University, Bloom-  
ington, Ind. 64 pages. Free.*

## ADMINISTRATION

**School board policy.** "Broadly speak-  
ing, the public schools of Ann Arbor,  
Mich, belong to and are supported by  
the residents of the school district  
. . . and it is the primary responsibil-



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Unit teaching offers the key to a stimulating, more meaningful program in literature and related language arts. Theme units provide an exciting alternative to the plodding lockstep of out-dated, one-class-one-book teaching. Through units, teachers can focus all areas of English around an important idea. Each student enjoys a deep, satisfying sense of accomplishment with books that meet his individual needs.



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Eight SCHOLASTIC LITERATURE UNITS are scheduled for release during the current school year. Others—now in preparation—will be available in the fall of 1961.

Grade 7:	Grade 8:	Grade 9:	Grade 10:
<b>ANIMALS</b> (May, 1961)	<b>COURAGE</b> (ready now)	<b>MIRRORS</b> (ready now)	<b>SURVIVAL</b> (ready now)
<b>SMALL WORLD</b> (May, 1961)	<b>FAMILY</b> (ready now)	<b>MOMENTS OF DECISION</b> (May, 1961)	<b>PERSONAL CODE</b> (May, 1961)

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### TESTED IN THE CLASSROOM

To assure schools of thoroughly practicable, challenging and teachable materials, Scholastic Literature Units were pre-tested and used under normal classroom conditions in 51 schools, from coast to coast, before being offered for general use.

Teachers, reading specialists, school administrators and supervisors in four selected areas of the nation—the Northeast, the South, the Midwest and the West Coast—took part in the evaluation. All who participated agree: *"For the first time, everything needed to teach a successful unit in English is right there—ready for the teacher to put to use!"* Specific comments by teachers who taught the Unit are available on request.

SEND FOR FREE INFORMATION NOW!

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| <input type="checkbox"/> <b>COURAGE Unit</b> | <input type="checkbox"/> <b>FAMILY Unit</b>              |
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School \_\_\_\_\_

School Address \_\_\_\_\_

City \_\_\_\_\_ Zone \_\_\_\_\_

State \_\_\_\_\_ SLU/SM

(Circle number 742 for more information)

ity of the board of education to crystallize the educational ideas, values and goals of the community into concepts of policy, and to translate these concepts into actual practice through the superintendent and the administrative staff."

With this as a theme, the Ann Arbor school board has developed and published its policy statement as a guide to effective administration, and is making this comprehensive document available to schools throughout the country. Covering the spectrum of administration, the policy statement is broad in concept but (in its

own words) "reflects an attitude and states a point of view which school administrators and staffs may readily apply to any specific situation, confident that in so doing they are carrying out the collective will of the board of education."

Here, for example, is a statement of policy on administration: "Principals are selected because they have shown promise of executive and administrative ability, as well as educational leadership. They are assured freedom of action to the extent that . . . they are carrying out the policies of the school system . . . and system-wide

regulations. They should be assured of freedom of action . . . On the other hand, it is the superintendent who is responsible to the board of education for the actions of all his administrative subordinates. He is therefore justified in requiring that he be kept informed and consulted, especially in matters which pose questions of policy or extraordinary procedure."

Policy is outlined under the following general categories: constitutional and legal bases of administration; school board, superintendent and the educational program; personnel; pupils; administrative organization; business administration; community relations; and the library and recreation facilities.

STATEMENT OF POLICY OF THE ANN ARBOR PUBLIC SCHOOLS. *Finance Office, 1220 Wells St., Ann Arbor, Mich. 42 pages. \$1.*

### AUTOMATED LEARNING

**Teaching machine.** The schoolman looking for a single, comprehensive source of information about teaching machines—past, present and future—will welcome this book. It describes in considerable detail the contributions made to the field of automatic instructional devices by Pressey, Skinner and others.

Separate chapters are devoted to problems encountered in programming material to be used in a variety of different machines.

A concluding section presents recent studies in the field. Included here are discussions of textbook evaluation in terms of learning principles, an analysis of self-instructional devices and their implications for the future.

TEACHING MACHINES AND PROGRAMMED LEARNING: A SOURCE BOOK, by A. A. Lumsdaine and Robert Glaser (ed.). *Department of Audio-Visual Instruction, National Education Association, 1201 16th St., N.W., Washington 6, D.C. 724 pages. \$7.50.*



## MAXIMUM USE OF ALL AVAILABLE FLOOR SPACE!

A space saver for balcony installations...

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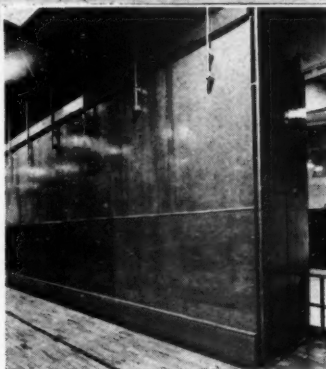
EZ-A-WAY Forward Close-Delayed Action Gym Seats cannot overturn. Our new floor track design provides positive floor attachment in every position.

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EZ-A-WAY Forward Close-Delayed Action Gym Seats are easy to use . . . swinging rear riser board offers plenty of toe space for opening . . . gym seats can be locked in the open or closed positions.

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EZ-A-WAY Forward Close-Delayed Action Gym Seats offer maximum utilization of available space. When closed they form a wall to separate a balcony into a modern room - for gym classes, dances and any other school activities.



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- Furnished with and without rear seat.
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- Positive foolproof linkage to floor.
- Owner can have peace of mind that bleacher cannot be pushed over edge of balcony even under abuse.
- Floor attached bracket and track are under bleacher in both extended and closed position . . . completely out of sight.

Write for complete details and engineering data for your requirements.



**BERLIN CHAPMAN CO.**  
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(Circle number 701 for more information)

**Excuse us, please.** In the December issue of *SCHOOL MANAGEMENT*, it was erroneously reported that a booklet describing the National Guidance Testing Program was available for 35 cents. The booklet is free; the cost of participating in the program is 35 cents per tested student. The charge includes an electronically scored answer sheet which accommodates up to six tests, and comprehensive reports which are provided by the testing school.

ONE OF A SERIES



"Tower of Babel" Brueghel

Courtesy of Verlag Anton Schroll Co.

## broken dream of pride... birthplace of language

Genesis (11:9) tells the story of the Tower of Babel . . . "He confounded their language that they may not understand one another's speech . . . and He scattered them abroad from thence upon the face of the earth."

Since that time language has been a barrier to understanding among men—a root of strife and suspicion. This then is the reason for studying language—the reason for teaching language . . . to know, understand and communicate.

Electronic Teaching Laboratories, creator of the language laboratory concept, is proud to contribute to the communication among men through MONITOR Language Laboratory Systems. Language is learned as it is spoken—naturally, fluently, thoroughly.

When considering a language laboratory system, think of two things . . . the quality of the product and the future of those who will learn from it. Choose Monitor with confidence.



### ELECTRONIC TEACHING LABORATORIES

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Inventors of the Modern Electronic Teaching Laboratory

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Roy Saker, with West for 7 years, today calls on the MacArthur School and Taft J.H.S. in Lake County, Indiana.

*A man like*  
**Roy Saker, Jr.**  
*can be your authority  
 on school sanitation and  
 maintenance problems*

**He is one of West Chemical's 457 school experts who offer you free personalized technical service**



**REDUCES FLOOR MAINTENANCE.** Wax-less Tredcote® gets endorsement of MacArthur School Principal Lloyd Smith (right) as he examines no-slip, scuff-resistant surface. Saker reminds Janitor G. H. Jones that Tredcote requires no buffing, no stripping — holds shine even in heavy traffic zones, with no more than damp-mop touch ups.

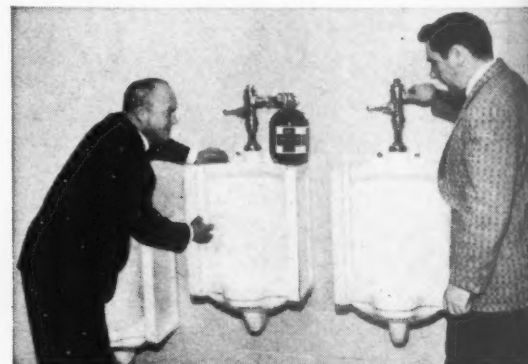
A technical expert like Roy Saker can analyze your requirements, help you get more for your maintenance budget. He's experienced at solving problems with an efficient West Maintenance Program. He works with your staff — gives free instruction, free supervision and free periodic follow-up.

He can guarantee improved appearance and higher sanitation standards . . . and show you how to *reduce* maintenance costs! For full information write your nearest West office or West Chemical Products, Inc., 42-16 West St., Long Island City 1, N. Y. In Canada, 5621-23 Casgrain Ave., Montreal.

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**KILLS GERMS ON CONTACT.** Saker shows Taft Principal Smead how hospital-proved Wescodyne® cleans as it disinfects, gives low-cost protection against athlete's foot, polio, strep and staph infections. After washrooms, lockers and classrooms get a going over.

*America's foremost  
 specialists in  
 school sanitation  
 and maintenance*



*A digest of current happenings in public education*

## Chicago schools still lack fire protection

Remember the fire two years ago in the Our Lady of Angels School in Chicago? It took place December 1, 1958, and more than 90 people were killed.

Two years and two months later, 93 public and parochial schools in Chicago still lack adequate sprinkler systems! The city council, without a dissenting vote, has just granted the two school systems an extra six months to get the fire equipment installed.

Shortly after the fire, the Chicago leaders enacted a law making sprinkler systems mandatory in schools of "ordinary construction." The effective date was set for December 31, 1960.

Involved were 124 public and 154 parochial schools. As of the December 31 deadline, all but 17 of the public schools had been so outfitted. Of the 76 parochial schools still lacking fire protection, work was in progress in 51 and contracts covering seven more were about to be let. The need for sprinkler systems for five of the schools was still being disputed. There was no word on the other 13.

Immediately after the Chicago fire, the editors of SCHOOL MANAGEMENT wrote, "The conscience of the nation was momentarily aroused. But none of us choose to live with horror for long. The 92 deaths at Our Lady of Angels School are no longer, willingly, recalled to memory."

For the sake of the children using those 93 unprotected schools, we wish it weren't true.

## Grade school gridders play too much, too soon

"If you want to be a football hero, wait 'till you're in your teens." This is the advice of the Westchester County, N.Y., Medical Society to hopeful grade school gridiron stars.

In an editorial in its monthly publication, the medical group spoke out against "autumn madness" involving pre-adolescents. Ten- and 12-year-olds, it declared, run too great a risk of permanent injury or deformity to unde-

veloped bone and muscle when they engage in organized football.

Training in football fundamentals is fine for pre-teens, say the doctors. But they suggest that slam-bang body contact and "the hurly-burly of scrimmage" be left for the high school years when youngsters are physically mature enough to take it.

## Teachers strike often on Miami lanes

When teachers in Miami ask students to be "so quiet, we can hear a pin drop," the kids yell all they want. Their shouts and cheers don't echo through classrooms and school corridors, but at local bowling alleys where more than 450 teachers now compete in seven after-school bowling leagues.

"We have checked," says Chris Phelan, recreational chairman of the Certified Teachers Association, "and it's

the largest teacher bowling activity in the country."

One reason for extracurricular bowling's popularity, reports Phelan, is that it has proved a tremendous morale booster for the area's teachers. "It gives them something to talk about besides teaching," he says. "You'd be surprised how they look forward to the two hours of recreation after school."

The bowling leagues have brought teachers and local residents closer together, too. One PTA president, bowling with teachers for the first time, recently commented, "Gosh, I didn't know teachers were so human."

## Pennsylvania exams certify foreign born

A breakthrough in modern foreign language teaching has been scored in Pennsylvania through the use of examinations designed to certify foreign

## Too good to miss . . .

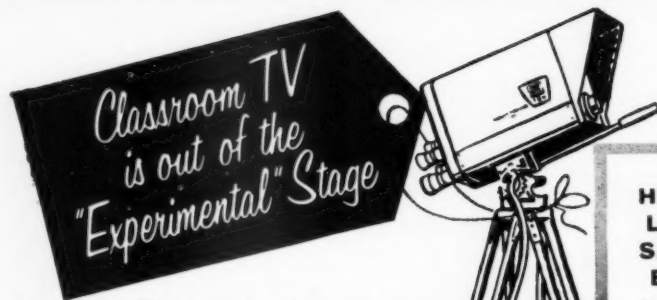
**Physically unfit . . .** According to a leading British authority, American children are physically unfit because of the "great American sport of sitting down to watch someone else play." Commenting on a report of the American Association for Health, Physical Education and Recreation, Coach Al Murray said, "constant sitting down is producing a race of heavy-hipped men with natural built-in cushioning for long periods spent in concrete stadiums."

**Chin unfit . . .** A teacher fired from his job in Dearborn Township, Mich., because he wore a beard, has been reinstated in his job. Raymond Wright not only won his case before the state tenure commission—he shaved.

**Weather unfit . . .** If the New York City weather ever seems unfit for schooling, parents need only move to the nearest telephone to find whether schools will be open or not. The city has instituted an electronic "town crier" setup, similar to a telephone answering service, that will keep its citizens up-to-the-minute on such situations as school closings.

**Flag unfit . . .** Teachers and parents in one city are complaining about a textbook their children use that includes the "pledge of allegiance" to the flag of the United States of America. It's not that there's anything wrong with the pledge. It's the flag that's in question. The children are going to school in Montreal, Canada.





Educational Television is no longer a novelty. It's recognized—and is being used successfully—as a necessary adjunct to modern teaching methods in schools and colleges all over the country.

Sarkes Tarzian, Inc. played an active part in the early development of ETV systems. And, today, TARZIAN is one of the nation's leading suppliers of TV equipment for educational use.

That's because we have, from the beginning, stressed simplicity and reliability in operation . . . flexibility . . . ease of maintenance . . . low initial cost, as well as low operating cost.

At no obligation, we'll be glad to show you how our technical staff can be of service to you in planning, designing and installing an ETV system to meet your needs. Write or call:

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University of North Dakota  
University of South Dakota  
College of William and Mary  
University of Omaha  
University of Florida  
Pueblo Junior College  
San Diego State College  
Miami University  
University of Iowa  
University of Oklahoma  
University of Buffalo  
St. Petersburg Junior College

born persons to teach their native tongue.

Recognizing that present certification rules made it impossible for many qualified people to teach in the state's public schools, Pennsylvania authorities established the examination procedures. It is the first state in which certification can be obtained through examinations.

Applicants were given a written examination on professional preparation, and an oral and written examination to determine their competence in the foreign language. Languages in which examinations were given included Spanish, German, French, Italian, Russian, Lithuanian, Polish, Modern Hebrew, and Slovak. The state expects to include other modern foreign languages as the demand for them grows.

#### All play, no work makes Johnny dull

Schoolmen in St. Andrew's Parish High School, Charleston, S.C., have been forced to call a halt to excessive non-academic activities of their students. It seems that pupils were participating in so many extracurricular pursuits, they hardly had time for classes.

A point system has been set up to limit the number of offices a student may hold. Under the plan, each student is allowed a certain number of points for each office. Once his activity points equal his pre-determined limit he must discontinue further participation in extracurricular activities.

Included in the scheme are the almost unlimited number of school clubs, teams and other organizations favored by teenage students.

#### Parents sit in on classes to learn about their schools

Sixty mothers each spent a day at Maple Heights High School, near Cleveland, recently, following their children's daily schedules from class to class. The parents were surprised to find their youngsters learning a lot more than they had when they were in school.

The project is part of an attempt to promote community understanding of the schools, said Mort Shanberg, chairman of the English department. He and other department chairmen met with the mothers after school to discuss what they had seen, and heard and to answer their questions about the school program.

Most of them, Shanberg reported,

#### Free catalog of high school science-teaching aids

Here is a comprehensive source for tested science materials, geared specifically to teachers' classroom and laboratory needs. 48-page illustrated catalog describes nearly 1000 items of educator-approved equipment and books ranging from astronomy to zoology—with emphasis on enrichment materials suitable for individual and group projects by students. For free copy, write to: Dept. M-218

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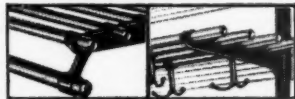
30



Holds 72 coats and hats

Wheels as readily as a small service cart. The VeeP rack unfolds into a rigid 6' 6" long unit holding 72 coats and hats. Scientifically counter-balanced so that it can be set up literally in seconds and fold down for storage as easily as an umbrella. Built of square tubular steel with double hat shelves of closed-end aluminum tubes supported by cast aluminum brackets. Plated to assure permanent beauty. Quality in engineering, construction and finish. The most efficient equipment yet developed for dining and meeting rooms, stand-by equipment, etc. . . . for wherever the "load" varies.

Write for Bulletin VP-743



No. VP200 has rail for garment hangers.

No. VP300 has anchor coat hooks below hat shelf.

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119

Sets up with a sweep of the arms . . . in 2 or 3 seconds.

Wheels through ordinary doorways. 4' x 8' area stores racks for 720 people.





St. Francis de Sales School, Lake Geneva, Wisc. Architects-Engineers: West & Anderson, Genoa City, Wisc. Windows are glazed with *Thermopane* insulating glass.



in this Open World of learning,  
*Thermopane*® adds comfort and economy

Children can enjoy the open world around them behind the protection of *Thermopane* insulating glass. They can sit next to windows in winter without getting chilled. That saves classroom space. And *Thermopane* keeps rooms cooler in hot weather . . . muffles distracting outside noise. Children are

more attentive, their minds more retentive. Teachers say *Thermopane* reduces absenteeism. ■ *Thermopane* pays for itself by cutting heat loss and air-conditioning cost. Talk to your architect about it. Or write to L·O·F for technical information, 1621 Libbey·Owens·Ford Building, Toledo 1, Ohio.



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"Work Place for Learning" by Lawrence B. Perkins

A colorful, bountifully illustrated 64-page book on school architecture by a noted authority. Available to school administrators, architects and other professional people for \$2 from L·O·F by special arrangement with publisher. (At bookstores \$4.) Send check to Libbey·Owens·Ford, 811 Madison Avenue, Toledo 1, Ohio.

(Circle number 727 for more information)

had been unaware of what their children were learning in school and expressed great interest in the educational methods now being used.

### Citizen turned editor spurs school improvement

Parents of the Scioto Valley School District near Columbus, Ohio, can thank Les Hinshaw for the better schools now in prospect for their children. Almost singlehandedly, he shook them awake and got them steamed up

about their district's rapidly deteriorating educational program. As a result, they went to the polls last November and voted for a new consolidated district with money and facilities enough to carry out needed improvements.

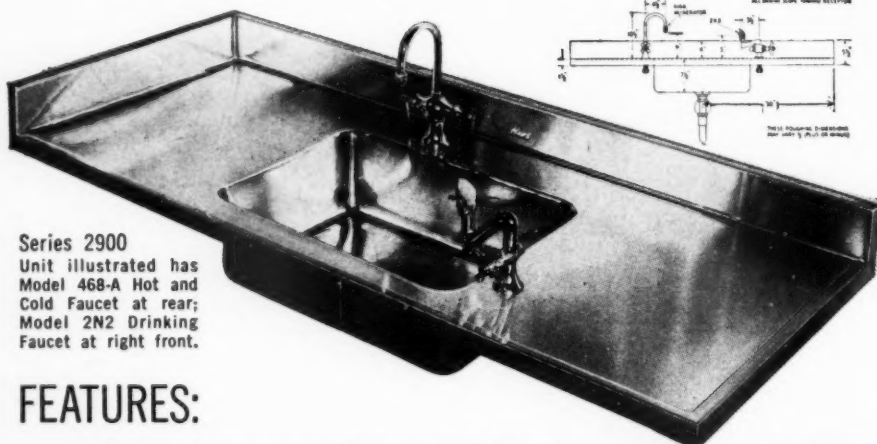
When Hinshaw, a professional public relations man, moved into the district two years ago, he became concerned about the rundown schools his three children would have to attend. With his wife, he began publication of a four-page mimeographed newspaper paid for out of his own pocket. In his "Scioto Valley News," he told all

the parents in the district about the condition of their schools and the insufficient money spent to operate them.

Last May, when the state board of education proposed a new consolidated district that excluded Scioto Valley, Hinshaw protested his district's isolation. The Delaware County board made a counter proposal, combining Scioto Valley with two adjacent districts. Hinshaw, convinced that parents would act only if they were well informed on issues, publicized the merger plan in full. Two public hearings, devoted to its discussion, were reported in detail in the "News."

On Nov. 8, the merger passed by 67 votes. What's more, four of the five precincts in Scioto Valley passed it overwhelmingly. The victory, according to the Ohio Education Association's tabloid *The Report Card*, cost Hinshaw \$100. But, says the paper, an analysis of the vote more than compensated him for the money he had put personally into his "Scioto Valley News."

## **HAWS** ONE-PIECE, STAINLESS STEEL DECK TOP & RECEPTOR UNIT



Series 2900  
Unit illustrated has  
Model 468-A Hot and  
Cold Faucet at rear;  
Model 2N2 Drinking  
Faucet at right front.

### FEATURES:

Invisible joints, no dirt-catching lap joints or solder seams, raised and rolled pre-formed edges, 4-inch backsplash, choice of right or left endsplash, sloping decks, heat resistant underseal, choice of Haws faucet fixtures, vandal proof fixture locking, chrome plated trim, famous Haws quality!

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### Added counseling drops chem failures by 18%

Failures in chemistry classes at Camelback High School, Phoenix, Ariz., have dropped from 20% to 2% now that teachers have more time to counsel individual students. A team teaching plan frees teachers from the classroom for the study hall counseling assignments.

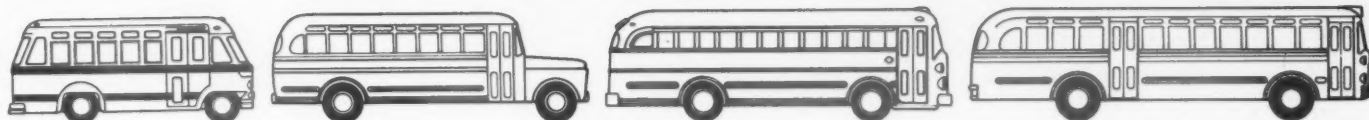
By combining three classes into one large group of about 90 students with only one instructor, two teachers are released for the extra duties.

"The college atmosphere of these classes is a tribute to students," says Lorenzo Lisonbee, science coordinator for the Phoenix high schools. "We now have almost no discipline problems, far fewer failures and greatly improved grades."

### Cartoons sharpen skills of foreign language pupils

Pictures may be the key to increased proficiency in foreign languages. First-year Russian students at the University of Buffalo have speeded comprehension and ability to speak the tongue through the extensive use of cartoon cues in class.

University instructor Dr. Edgar Mayer, who developed the technique, explains that the drawings are used

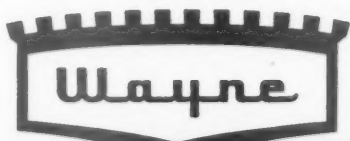


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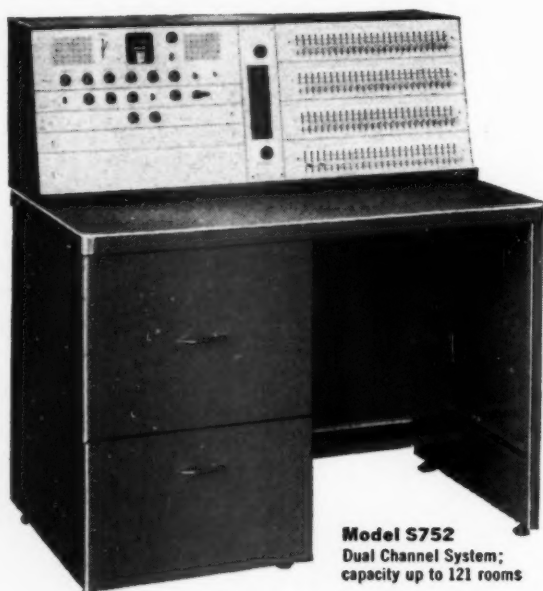
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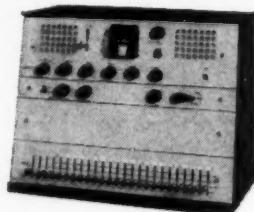
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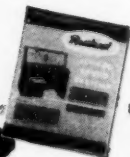
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SCHOOL MANAGEMENT

to set the stage for dialogue. Their real importance lies not simply in cueing, but in encouraging the student to think in the foreign language.

The student, says Mayer, normally learns to speak the language by memorizing sentences just as the actor memorizes lines. When he forgets a line, the student must be cued into the next sentence. Mayer's cartoons—more than 1,500 of them—take the place of spoken or written cues. The student associates foreign words and phrases with the drawing and proceeds with his dialogue—as a good linguist should—without translating from his native tongue first.

.....

### Driver training improves performance, study shows

Driver training programs in Pennsylvania's high schools have served a useful purpose, according to a study prepared by the Pennsylvania Department of Public Instruction. After studying the records of 7,200 formally and informally trained drivers, the report concluded that completion of driver education was directly related to improved performance behind the wheel.

The total sample tested consisted of men and women and was balanced for such factors as intelligence, education, attitude, physical condition and economic status. The record of each subject—formally trained or not—was studied to obtain data about accidents, arrests and other related factors.

.....

### Flexible programs, buildings, called for by top educators

At a recent "Designs for Learning" conference in Sarasota, Fla., 27 of the nation's leading educators attacked rigid thinking about education. J. Lloyd Trump, associate secretary of the National Association of Secondary School Principals, spoke out against the over emphasis on uniformity. "It inhibits," he said, "the development of creativity and inquiring minds."

Conference participants suggested ways for America's schools to break out of their restricting educational mold. Among them: ability grouping to permit students to advance as rapidly as they are able; teaching teams to take fuller advantage of the specialized skills of individual instructors; flexible buildings designed for large- and small-group instruction and individual study; and the greater use of television and other audio-visual aids.

Junior high schools also were discussed at the Ford Foundation-spon-

sored conference. It was suggested that they be renamed "middle schools" to identify them as transition areas between elementary and secondary levels. It was recommended further that yearly grades in junior high be eliminated.

.....

### Miami students police congested school corridors

Corridors in the Nautilus Junior High School, Miami, Fla., are beginning to take on certain aspects of city streets.

The halls are marked with lane stripes, one-way signs, special exits and entrances—and are even policed with student "cops" to direct the flow of traffic.

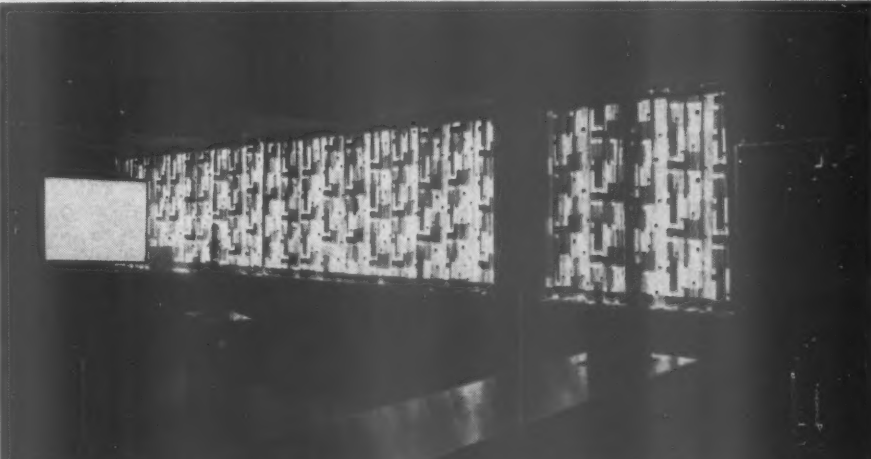
The plan, set up by the Nautilus student council, is a result of expanded enrollment in the school. Several construction additions resulted in pupils piling up at intersections in the corridors, and they were frequently late for classes.

"Students now have to walk a little further to comply with traffic regulations," says Principal Stuart D. Woolley, "but it takes them far less time to get from class to class."

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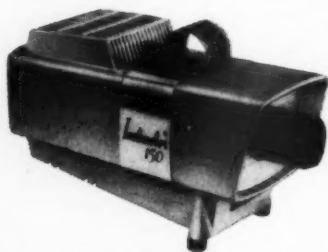
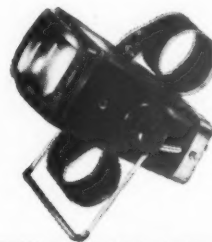
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SCHOOL MANAGEMENT



*An editorial:*

## A NEW CHALLENGE FOR LOCAL SCHOOL BOARDS

**T**HIS MAGAZINE does not have an editorial page. It doesn't intend to have one in the future. The facts on this page, however, seem to justify an exception.

A glance at the charts on page 39 reveals a shocking trend: within 10 years, this nation's educational facilities will be unable to handle its citizens' basic educational needs.

This is *not* an exaggeration.

Before 1900, our culture defined an "education" in terms of a grammar school diploma. By the 1920's, a high school diploma was the accepted standard. In 1970, a "standard education" will be at least two years of college-level training.

Not every youth will *want* this after-high school education. But the disturbing fact is that students who *do* want to continue will be denied the right—not just for economic reasons, but because there simply will not be space enough or teachers enough to accommodate them.

It is absurd, on the face of it, that a nation as rich as ours permits thousands of its most able students to terminate their formal education, in the 12th grade, for want of funds. But it will be unforgivable if this waste is compounded by insufficient physical facilities to handle all who can pay the price.

These facts are not new. The trend has been obvious for the last 10 years. Corrective action *is* being taken in the form of the so-called "community colleges" that have begun to flourish in various parts of the country. In *some* states and in *some* communities, today's second grade pupils are virtually assured of a chance to continue their education after high school, *if they want to*. But it will take massive efforts at the federal and state level—and immediate alertness in the local school districts—if all U.S. youth is to be served in the decade ahead.

On the following pages, we present the first in a series of articles which will define the need for a vast expansion of America's community colleges.

*The Editors*

## A NEW CHALLENGE FOR LOCAL SCHOOL BOARDS

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GRADES

13<sup>&</sup>14

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Somehow—in the next ten years—we must make room for almost three times our present number of college freshmen. Literally, the only hope is a rapid and massive *local* effort to provide after-high school training in local colleges.

by N. L. Engelhardt, Jr.,  
*Engelhardt, Engelhardt, & Leggett, in cooperation  
with the staff of School Management Magazine*

The Russians must, indeed, be gratified. In 1960, fewer than half of all American youth who could benefit by education after high school were enrolled in a college.

And, at our present rate of population growth, this appalling imbalance is rapidly increasing.

What's wrong? Who or what is responsible? Where must we look for the facts to guide us in reversing the present trend?

Analysis of three key factors will bring the problem into focus:

### RIISING POPULATION

The ages most frequent among college students are 18 to 21 years. The national population in this age group is rising precipitously. In 1900 there were 6 million of this age. Today there are 9.6 million. By 1970 there will be 14.6 million. There's no guesswork in this last figure. The children are already born (see chart A, at right).

### SOARING COLLEGE ENROLLMENTS

In 1900, only 4% of this group attended college. In 1949, 27%. Today, it is estimated at 37%. By 1975, the number may rise to a point where over 50% of this group attends institutions of higher learning (see chart B, at right, below).

### LIMITED COLLEGE FACILITIES

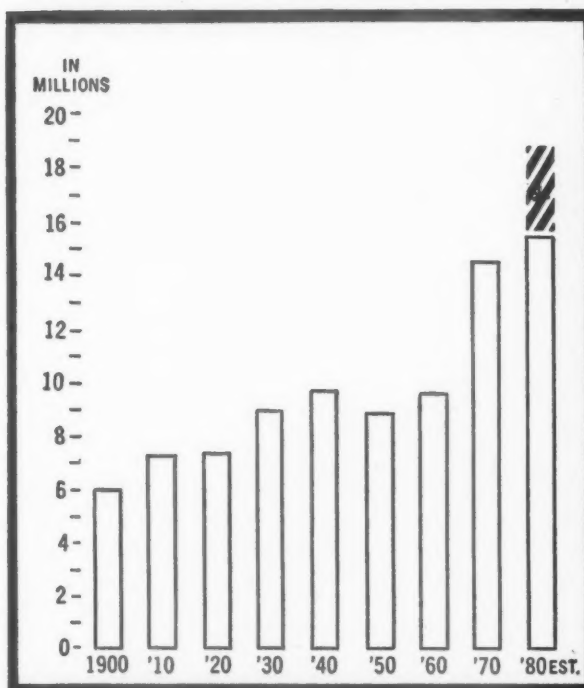
The increases in numbers of young people, added to the growing need for education beyond high school, means that by 1970, college facilities will be required for over 10 million students compared with 3.57 million attending in 1960-61.

During the past few years, expansion of plant facilities has been occurring at a rate of over \$1-billion a year. But to meet the needs for the decade ahead it will be necessary to *double this rate of expansion!*

The value of existing college plants is estimated at \$13 billion, divided 58% for public institutions and 42% for private. However, the public colleges are adding to facilities at a considerably faster rate than the private. The need for education at the higher levels can only be adequately met through public financing. This will become more mandatory as the rate of increase is stepped up in the years immediately ahead.

Fortunately, the public community colleges, junior colleges and technical institutes have been

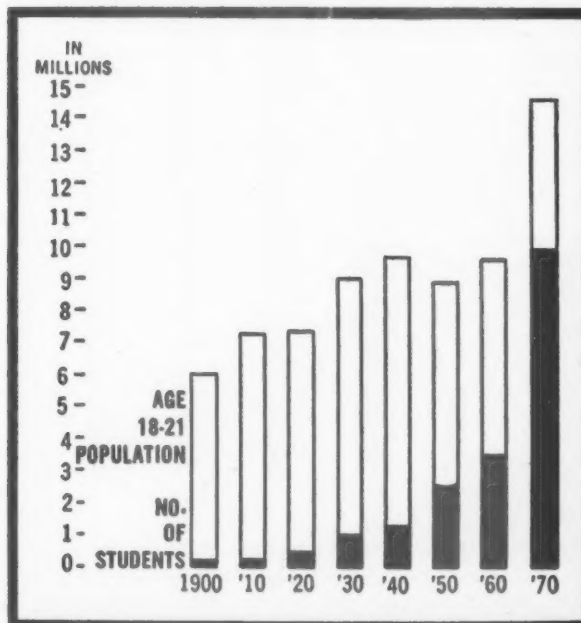
**A POPULATION OF THE UNITED STATES, AGES 18-21**



\* Depending on birth rate

SOURCE: Health, Education and Welfare Trends, 1960, P. 55  
U.S. Dept. of Health, Education & Welfare

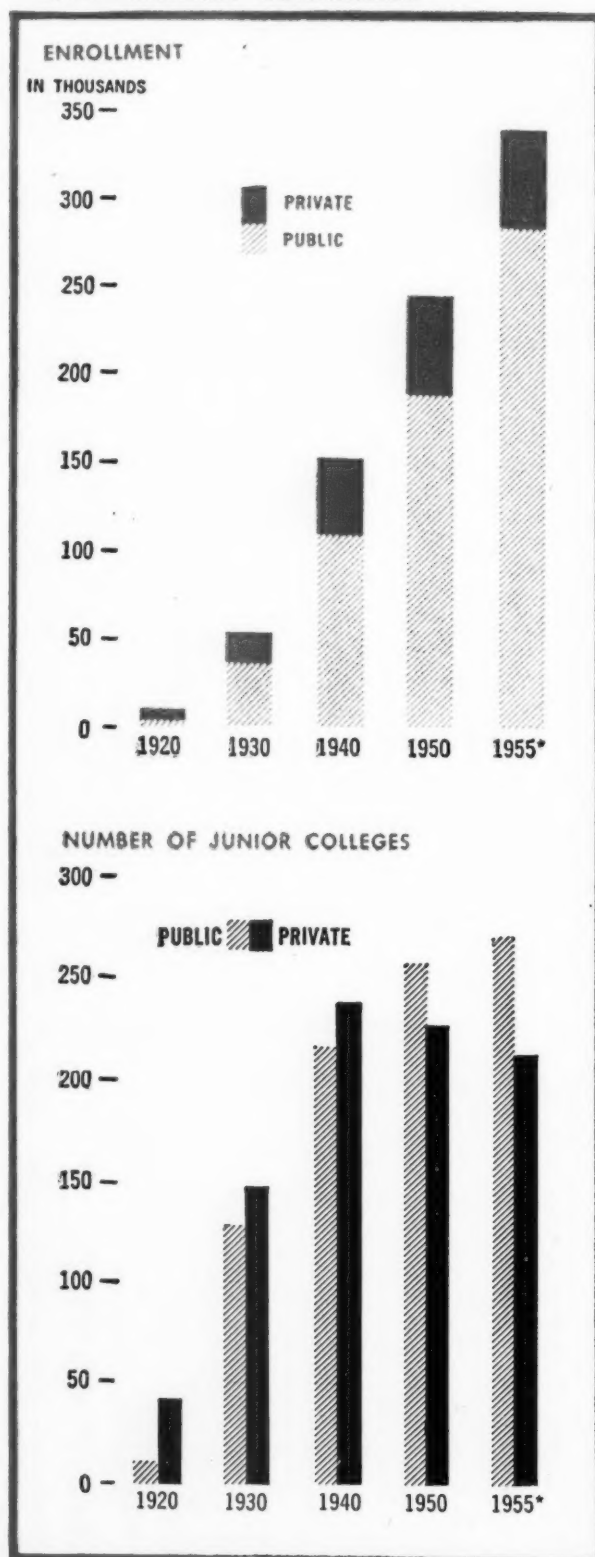
**B GROWTH OF COLLEGE ATTENDANCE 1900-1970**



SOURCE: Biennial Survey of Education in the U. S. 1934-56  
Statistics of Higher Education: 1955-56  
U.S. Dept. of Health, Education & Welfare  
Office of Education, Table II, P. 6



**C GROWTH IN THE ENROLLMENT AND NUMBER OF JUNIOR COLLEGES PUBLICLY AND PRIVATELY CONTROLLED**



\*Does not include 22 public junior colleges (designated as county teachers colleges or normal schools) having a combined enrollment of 1,314

SOURCE: Biennial Survey of Education in the U.S. 1954-56, Statistics of Higher Education 1955-1956, Chapter 4, Section I U.S. Dept. of Health, Education & Welfare Office of Education, Table VI, P. 18

growing rapidly (see Chart C, at left). The development of these two-year institutions has extended over a period of less than 60 years. In 1955, there were 292 such public colleges. Today, the number approaches 400. But even this growth must be vastly expanded.

**Changing needs in post high school education**

The two-year college idea was created at the turn of the century. Originally named "junior college," it was often scorned as not being equal to the four-year colleges or universities. The name was unfortunate because it tended to indicate subservience to the larger institutions.

The two-year college should not be thought of as a junior institution. *It is a senior institution of the community it serves.* Its program is responsive to the community needs. It may—and usually does—encompass offerings which are not found in traditional four-year colleges. It is likely to be the cultural heart of its community.

**Demand for college growing**

The demand for four years of college education increased tremendously following World War I. It has grown continuously, with a very sharp increase after World War II.

Superficially, social prestige associated with a college degree, and the desire for improvement in occupational status, have brought about much of this increase in demand. For the most part, however, there can be little doubt that the background obtained through a college education offers great opportunity for individual growth and service in a complex world. Increasing numbers of professions require education at the master's or doctorate level.

In addition, training requirements for even such jobs as secretary, clerk and office manager are being raised to college level through the introduction of electronic equipment and the expansion of mathematics and languages. Prerequisite training for many common job categories is being upgraded, calling for higher levels of education for both new and old workers.

As Chart D shows (opposite page), the number of jobs in unskilled categories has been decreasing, while the demand for skilled and semi-skilled workers is rising. This has brought about need for opportunities for retraining and for the creation of new skills among many adults. It has also pointed to the need in institutions of higher learning for programs of education in many of the technical and sub-professional areas within such fields as nursing, electronics, medicine, engineering, education, and many parts of industry. Reviewing these specific areas of work, it is clear that many of them have come into being only recently, necessitating on-the-job training as well as new college courses. It is critical that we recognize that our industry and economy are at stake in the training of

manpower to cope with these new needs. And it is clear that the present standards for admission to four-year colleges are far too limiting for the national need.

Evidence gathered from a number of community colleges indicates that these institutions are serving a much wider range of ability than the traditional four-year colleges. Instead of relying only on students with above normal IQ as a basis for their enrollments, the community and junior colleges frequently find only 50%, or less, of their enrollments drawn from this category. The other 50% represents students of only average intelligence who can get much benefit from a college program.

### Unique function of the community college

In the years ahead, it is clear that the nature of education beyond high school will be determined largely by a new set of social, economic and technical pressures. A much more comprehensive program will be required. Nor will it be adequate simply to enlarge existing institutions of higher education. *New institutions must be created to meet new purposes and new functions.*

The established four-year colleges are not in a position generally to accept these new functions of education beyond high school. It is their acknowledged responsibility to maintain a liberal arts curriculum and to avoid pressures for specialization prior to the bachelor's degree. The community college will fill the gap. At the same time, it will relieve some of the intense pressure on the four-year schools by enabling students to transfer at the end of the sophomore year to the junior year in the four-year college. There should be no loss of time or of credit in this transfer. In fact, there is substantial evidence that the community college provides *better* training at the 13th and 14th grade level than might be received in the first two years of a four-year college program.

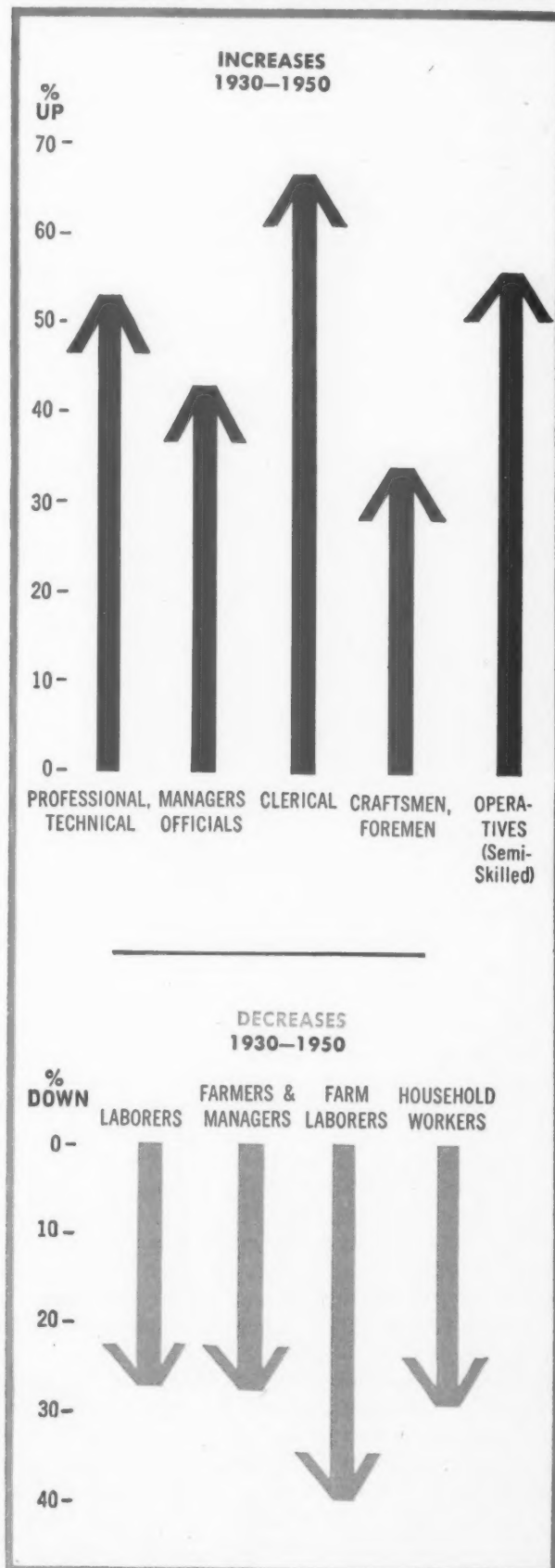
This should come as no surprise. The faculty of the community college is in the advantageous position of being able to direct its entire effort to classroom teaching and guidance of students. To some degree, this is in contrast to the faculties of four-year colleges, especially in universities, where the requirements of research and scholarship as a method of advancement within the institution may distract faculty members from applying themselves fully to student needs.

### Saving dollars in education

One of the unique functions of the community college is to provide facilities within commuting range of the homes of the students. This enables many people to attend for whom it would be impossible to foot the bill for board and room away from home. It has been estimated that the potential saving is in the magnitude of 60% or more as compared to the cost for "going away."

As a corollary, this arrangement also means

## CHANGES IN VOCATIONAL OPPORTUNITIES



SOURCE: Occupational Trends in the United States 1900 to 1950, Bureau of the Census, U.S. Department of Commerce, 1958

that the need for dormitory facilities is lessened.

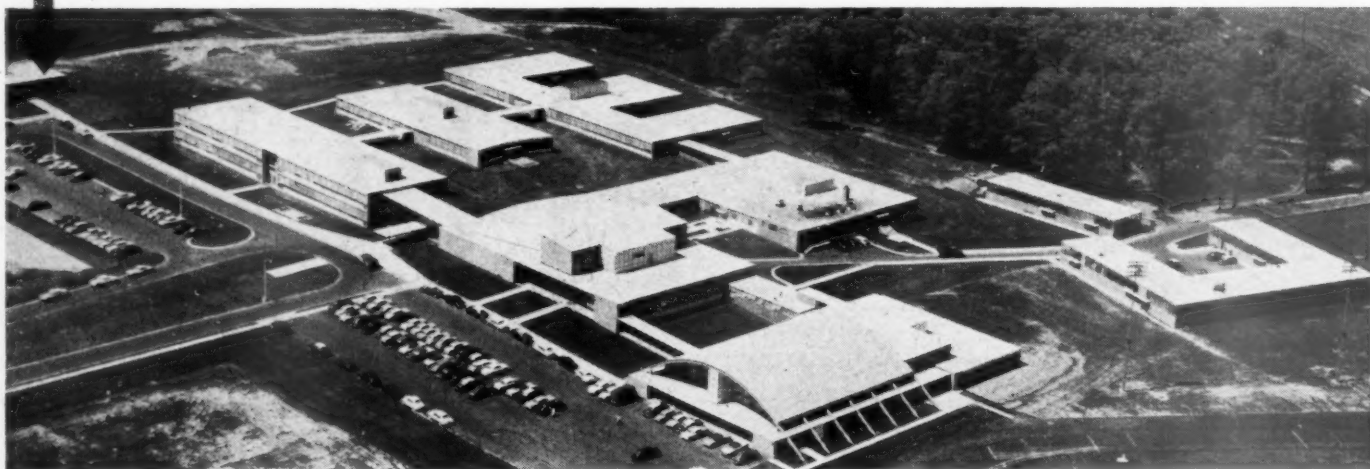
Still another saving, if only measured in terms of better utilization of existing teachers, is offered in the community college. There are approximately 300,000 faculty members in America's colleges and universities. To increase this number at all, in keeping with the estimated increases in enrollments over the next 10 years, will be very difficult. The community college does have a potential advantage here. It can tap resources that are not open to the colleges located at a distance. Competent local teachers may be recruited for part-time work

—particularly those who have family responsibilities or who are engaged in other work.

There can be no question that new college facilities are needed, and it seems equally obvious that community colleges can do much to take up the slack.

One school district that did turn to a community college to accommodate students interested in a post high school education is Washington County, Md. Its experiences in starting and running Hagerstown Junior College are described in the case history below.

#### A CASE EXAMPLE: THE HAGERSTOWN JUNIOR COLLEGE



Hagerstown Junior College building (arrow) is located adjacent to high school

■ In Washington County, Md., 40% of all youngsters who go on to college from high school attend the local Hagerstown Junior College. The percentage is increasing.

The Hagerstown Junior College—and the name may one day be changed to Washington County Community College—has a remarkable history of growth. It was started in 1946 (only 15 years ago) with an enrollment of 99 students. Its facilities were provided in the city's high school building on an extremely meager basis.

An emergency brought about the opening of this school: A large number of the youth of Washington County just graduating from high school, or veterans returning from the war, were unable to enter regular four-year colleges because of overcrowded conditions. At this

early time in the college's history, three-fourths of the enrollment was made up of veterans of World War II.

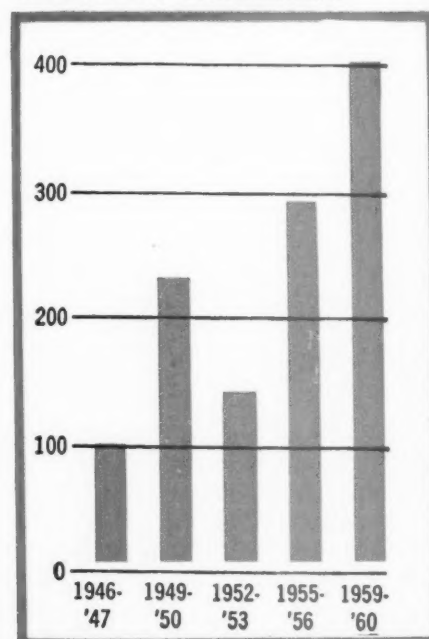
As can be seen from the chart, over the years its enrollment has grown rapidly. The reasons for its growth are found in long-range objectives no longer associated with the emergency on which it was founded.

During its 15-year history, the college has increased its enrollment from 100 to almost 400 full-time students. By 1965, with adequate staff and facilities, it could readily increase its load to approximately 600. Eventually, it is hoped that the school will be able to handle as many as 1,500 full-time students.

In addition, the college's facilities are used by many "non-matriculat-

*continued on page 80*

#### GROWTH IN ENROLLMENT





# Is your district wasting Maintenance dollars?

Sound money-saving maintenance begins while your new school is still in the planning stage. On the following pages, two architects show how they planned schools for economical upkeep.



**Robert MacKinnon,**  
*Ketchum & Sharp*



**Fred Kramer,**  
*Perkins & Will*

■ ■ ■ Your district is throwing away money if it institutes a maintenance program the same day it accepts a new school from the contractor.

Why? Because real economy lies in reducing your maintenance expenses while the school is still in the planning stage.

In looking for ways to save money, much attention has been directed to acquisition costs, while the expense of upkeep often has been taken for granted. But the fact is, it costs taxpayers almost as much to run their schools as it does to acquire them.

A 10% reduction in maintenance expenditures is almost as important as a 10% reduction in the cost of construction. And, since maintenance expenses endure for the life of the building, while payments on the initial costs do terminate eventually, reductions in these expenditures often prove most important of all.

These were the principles which led school officials in Darien, Conn., and Neenah, Wisc., to ask their

architects to design inexpensive schools which incorporated features of economical maintenance.

Darien Senior High School is now in its second year of operation. Built to accommodate 1,300 students, it was constructed at a cost of less than \$14 per square foot. It has 47 classrooms, including laboratories, a cafeteria, and band room.

Taft Elementary School, in Neenah, is nearly four years old. There are nine self-contained classrooms, a multi-purpose room, a cafeteria and administrative suite. Neenah officials say the school still looks as new as it did at the dedication ceremony.

SCHOOL MANAGEMENT editors examined Darien Senior High with its architect, Robert MacKinnon, and Taft Elementary with its architect, Fred Kramer. MacKinnon is a partner in the firm of Ketchum & Sharp; Kramer is with Perkins & Will.

On the following pages, the architects describe some of the schools' features which have resulted in labor-saving maintenance and reduced expenditures:



*Architect MacKinnon comments on Darien Senior High School, Darien, Conn.*

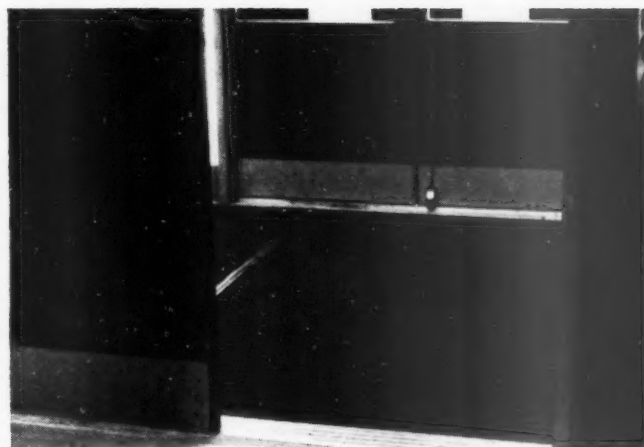
#### EXTERIORS

*"Corrugated sheet metal covers walk between different units of the school. The metal is coated with asphalt and colors are baked into the finish. Since there's no painting, maintenance is practically non-existent."*



#### VESTIBULES

*"Rubber matting has been placed at every entrance. In this vestibule, the matting is actually set into a recess and doesn't slide around. Students walk off the dirt and mud before reaching the corridor, so the custodians don't have to clean up as often."*



#### WALLS

*"All corridor walls are made of brick faced with glazed tile to a height above that of students' reach. These walls need no painting, and are wiped only about once a week with a damp cloth. Metal sheeting at the bottom protects the tile where it is most likely to be abused. Same with the doors. Above the tile, less expensive cinder block is used, because at that height it rarely needs care."*





#### WASHROOMS

*"Circular basins like these are located in all student washrooms. The basins, which accommodate up to 10 persons at once, don't take nearly as much time to clean as 10 individual sinks. There's a plastic soap dispenser in the middle, and the flow of water is controlled by a foot treadle at the bottom."*



#### CEILINGS

*"By leaving most of the piping and electrical lines exposed, we expect to reduce long range maintenance and repair costs. It isn't necessary to tear down a wall for access to clogged pipes and damaged wires. A technician can also get to that ventilating unit quickly. This does clutter up the ceiling, but all the projections are painted to blend in with their backgrounds."*



#### FLOORS

*"Vinyl asbestos tile was specified for flooring throughout the school. In areas where it gets the most wear, near entrances, for example, we laid a 'scatter pattern' so that individual tiles could be replaced without ruining the appearance. Vinyl asbestos, though, generally wears well and is easy to maintain. In fact, the custodians here wax the floors only three times a year."*

For Architect Kramer's Comments ►



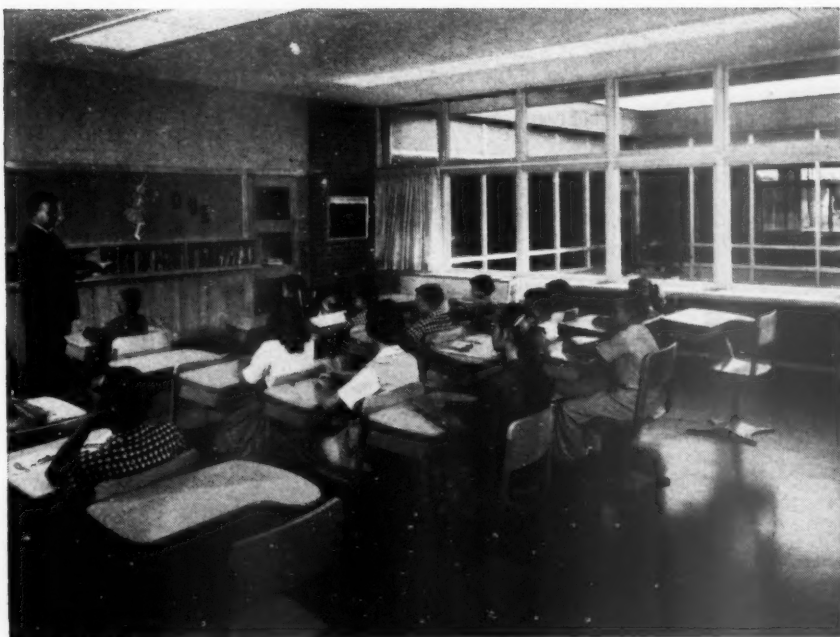


*"Our low maintenance budget is no freak accident," say Taft officials about this school. "Because of a little 'something extra' in planning, our costs for upkeep have been reduced and we have justified the construction expense."*

*Architect Kramer comments on Taft Elementary School Neenah, Wisc.*

### CLASSROOMS

*"Storage cabinets for supplies, books and play materials were built into walls. Teachers tell their pupils to put things away when not using them; this speeds after-school custodial work. Some mechanical equipment, work sinks and water coolers were also built into walls or cabinets. This has eliminated dirt pockets and damage to the equipment itself, since it's not moved when the custodians clean up."*



### COAT RACKS

*"Open coat racks, with glazed ceramic tile platforms beneath them for overshoes, encourage students to keep these corridors neat. When the custodian sweeps or mops, he finds the job easy and can do it quickly."*



## CORRIDORS

*"Aluminum window casements throughout the school have reduced painting to a minimum. We even used aluminum on some of the door frames. Also notice those benches. They're open underneath so a man can get in there with a broom. As for the brick, we used it extensively because it requires practically no upkeep at all. The school administration was willing to pay a bit more for this material in order to reduce the long range maintenance costs."*



## More ways to save maintenance funds

Several suggestions for cutting maintenance expenses, while the school is under construction, are included in the Office of Education pamphlet, "School Plant Management: Organizing the Maintenance Program." Among these tips:

### STOCKROOM

**1.** Standardize component parts. With similar types and sizes of material and equipment, a small but complete stock of repair parts, replacements and tools are carried in inventory. Repairs are made promptly and your maintenance personnel, having standard repairs to perform, should be more proficient. Good examples of items which lend themselves to standardization are lighting fixtures, window glass, and audio-visual and lab equipment.

### CONSTRUCTION

**2.** Architects should be requested to supervise construction and inspect incoming materials. This will protect your district against substitution of inferior products and assures that all work has been properly accomplished. You should receive the value for which you have paid, an important factor in reducing future maintenance.

### CONTRACTS

**3.** Services and equipment should be obtained from nearby suppliers, if reasonably priced. Otherwise, there may be considerable delay before equipment failure is rectified.

### PERSONNEL

**4.** Maintenance personnel should be thoroughly familiar with operational details of all equipment, before the school is accepted. Get plans, specifications and operating manuals from architects and contractors. See that your personnel are trained; manufacturers whose equipment is being installed will generally provide factory trained instructors for this purpose.

# How to introduce a new

When used with care, politics and public relations are effective in a bond issue campaign. Here's how an Ohio superintendent applied accepted techniques, and enlisted the aid of his community, to win funds for team teaching.



FINLEY

*"Once people understand school officials, their policies and ideas, they find it easier to support education financially."*

■ ■ ■ There is no better test of a superintendent's political skill than his direction of a successful campaign for more money.

The secret is a good public relations program—one which does not demand passage of a bond issue, but informs the district of its children's educational needs.

During the course of such a campaign, the superintendent must defend his own position and attack the arguments of the opposition. In addition, he may find antagonistic elements which oppose his public relations program. One faction may see it as trickery. Another would claim that schools without public relations would receive financial support at the polls anyway.

The issue takes on even greater proportions when a vote "for" the proposal is actually an endorsement of an unfamiliar or revolutionary idea.

This was the problem which faced Superintendent Robert M. Finley, of Chagrin Falls, Ohio, when he began campaigning for funds which would introduce team teaching to this Cleveland suburb. The bond issue asked for \$600,000 to finance a language arts building, a gymnasium and a four-classroom addition to an existing school. Each

of the structures would be designed for maximum flexibility for the purpose of team teaching. With team teaching, naturally, would come "radical" procedures, "radical" policies, "radical" teaching tools—an entirely "radical" concept of classroom instruction.

How did Dr. Finley hurdle the opposition? "Politics and public relations was the answer," he said. "The key was in introducing the taxpayers to the school system. We included lay members of the community in our campaign organization and made them work for us.

"This," he continued, "is a political method which worked for us and could work for anyone. When we organized the campaign, we *planned* to include representatives of the community. We put these taxpayers on committees. We assigned neighbors to do house-to-house canvassing. We weren't even sure that all our workers were in favor of the bond issue, or team teaching, but we had them passing out information and answering questions. Don't forget, we weren't selling. We wanted the public to make up its own mind."

But this method did sell the bond issue and team teaching in Chagrin Falls. Here, in a tape-recorded in-



# W idea to your taxpayers

interview with SCHOOL MANAGEMENT editors, Dr. Finley explains how he planned and executed his successful public relations campaign for the funds:

**Q. Dr. Finley, your campaign smacks of politics and political technique. Is this a dignified manner in which to campaign for educational funds?**

**A.** Let's face it—schools are big business. You must wage a campaign to pass a bond issue. Politics in education is not the least bit undignified if you use techniques which are properly acceptable in political warfare. The result is good or bad education for the kids. You should use political techniques and you should get anyone who is working for you to use them. But don't pressure people. If a man says he can't pay the extra tax, don't ask him to.

It's your job, however, to show him that for the price of a pack of cigarettes a week, he can have better education for the kids.

**Q. What political techniques did you use?**

**A.** For one thing, we had a door-knocking committee. We assigned individuals to areas of about three blocks each. These people in the various—let's call them precincts—called on every house and gave out information about the bond issue. They asked the public to read the information and ask questions. We weren't selling; we wanted the public to make up its own mind.

You know, we started planning our campaign two years ago. You can't win a bond issue in a month—you work the year-round. You get things into the papers; you have a newsletter written by lay people

who interpret schools to the community, and the community to schools. You have coffee klatches, where people are free to come and have a cup of coffee and doughnut and talk education. When people understand the schools, they back the schools.

**Q. How did your opposition treat the political approach?**

**A.** We planned for the opposition. We knew it was going to come because it always does when something is going to cost money. First, we decided to treat members of the opposing camp with fairness. All of our resources and equipment became available to them. Then, on specific issues, we didn't just sit back and wait for them to come up with something. We presented the issue first. There was no point in trying to hide anything. If we had concealed something, they would have found it and hit us in the head with it. So we beat the opposition to every punch.

For example, there was the matter of so-called educational "frills." We weren't afraid to bring this subject up because we don't have any frills. Of course, what I consider a frill someone else may not, but we did come to a meeting of minds with the opposition on this subject, simply because we didn't try to hide anything.

**Q. It appears as if you planned this campaign with considerable care.**

**A.** We did. You see, our district is not wealthy, although many people think so, because it is nearly all residential. We have only one small factory and no major industry. Individual voters carry the tax burden.

About 70% of these taxes are for education. Two years ago, when we thought we might need a new

building, we figured on a tax increase of about 10% of the present school allotment. And, because we are not a wealthy district, we anticipated opposition.

**Q. What did you do? How did you organize and get the campaign under way?**

**A.** We knew that the best way to get facts to the people was to get them involved—to get them to dig out the facts, and to justify in their minds a need for a new construction and new teaching techniques. The school board assigned one of its



*"Before you can convince people that you have to build, or that you need more money, they first must be convinced that you have a pretty good school system."*

members to head a committee of lay people to study not only the present physical buildings, but also the curriculum. Too many times in the past, school districts have developed new construction, then said to the educator, "Put your curriculum into this building." We wanted to avoid this by studying the curriculum first, then planning a building around it. We had to discover what team teaching was all about before we put up any new facilities.

**Q. Who composed the committee?**

**A.** The board and I selected persons from the community. We chose a housewife, some teachers and administrators, a Chamber of Commerce man, a clergyman, an industrial designer, an artist and many others. We didn't know if these people were pro or con, but because of this we felt we'd get fair treatment in their recommendations. We felt that if they were opposed to certain policies, they had every right to be heard.

**Q. Didn't this result in some interference?**

**A.** It depends on what you call interference. The schools belong to these people, and we felt that they should be allowed to express their ideas. There were persons, for example, who thought team teaching was an experiment, and who didn't want their kids involved in any experiment. Others thought that the portable partitions we planned would not serve us well. But they discussed everything among themselves and gave us recommendations we could use.

**Q. What kind of recommendation is a lay committee capable of giving to professional educators?**

**A.** Only those based on the facts the committee found. The members visited schools in other districts. They developed an interest in team teaching, language arts programs and curriculums, and their recommendations were based on research, not on theory. The committee itself was unanimously in favor of the school board's proposals. Remember, these people had the prerogative to make negative recommendations against all our ideas.

**Q. Was this the only way in which the public actually participated?**

**A.** No. This was just a beginning. The board next interviewed archi-

tects and acquired tentative plans based on the recommendations. Then we appointed another member of the board to head up an advisory council which would propose a type of building, how much it would cost, everything. We had lay people from every section of the district on the council. This time there were 30 people. They broke down into committees for research, publicity, etc. Again, we didn't know if they were pro-school or con. In fact, after the council's first meeting, we knew several persons did not favor some of our ideas.

**Q. Did this mean they had to leave the council?**

**A.** Absolutely not. Some people were actually lay experts in their specific lines. They knew what they were talking about and we were pleased to have their opinions. Every opinion was weighed and the council's thinking was modified accordingly. Eventually, the council endorsed the bond issue and its basic proposals.

**Q. What were some of the committees into which the council was divided?**

**A.** We had a research committee which looked into such things as the financial potentialities of the district. How we compared with others. What were the latest educational ideas? What is this team teaching stuff? We had a publicity committee made up of journalists, advertising men, radio people. And we had the committee I mentioned before, the door-to-door campaign committee. The man in charge of this group, who lives here, is principal in another school district.

**Q. Were there any strong dissenting opinions among those who were on your committees?**

**A.** No, but we had what normally would have been opposing elements. For example, we deliberately picked the Chamber of Commerce man. He later moved that the Chamber of Commerce endorse our proposals. The clergyman in our organization was Catholic. I asked to have him on a committee principally because he's studying education. He has problems in his own school in a nearby community and, by putting him on, we reached an understanding and were able to

work together rather than at opposite poles.

**Q. How did you maintain good relations with the local press and radio?**

**A.** There are two local papers; one editorialized in our favor and the other was noncommittal. Both, however, were fair in their reporting. We furnished them any information they wanted, not just for the bond issue, but for anything dealing with education. I was on the air with local radio stations, too.

Generally, our relations were excellent and we had all kinds of cooperation. Even the Cleveland papers helped us out.

**Q. Other than planning the campaign, did you and the school board actively participate?**

**A.** Yes. From the publicity committee we got flip charts. We went to neighborhood groups, Kiwanis, Rotary, Chamber of Commerce. Everywhere we went, we took these flip charts and explained them. I was the major spokesman, but the board, the teachers and principals, the guidance people, the curriculum coordinator—all got out to meet the people.

**Q. Isn't it rather dangerous to have so many spokesmen?**

**A.** No, because I'm not afraid of what they say.

You know, good public relations and good politics begin the first day a superintendent comes to the community. Before you can convince people that you have to build, or that you need more money, they first must be convinced that you have a pretty good school system—or else they're going to start talking about getting a new superintendent. As for the numerous spokesmen, I believe in this idea because I feel relatively secure in that we have nothing to hide. Through a newspaper, television or radio, people can read and hear what you're saying. But the only way they can judge the sincerity of your remarks is through a face to face meeting.

When we go out to speak, we use the same techniques we use with the kids. We use all the audio-visual aids and keep away from educational terminology, words like "team teaching" and "ungraded primary." Rather than labeling with these

*continued on page 78*

# How to strengthen your

## Elementary summer program

Traditionally, elementary pupils in summer sessions have plugged away at remedial work only. Now the picture is changing. Here's how schools in Decatur, Ill., have extended their program to bright and average students, too.

■ ■ ■ "Summer school" is old stuff to most elementary pupils. But too often it is synonymous with making up work that the student has failed to grasp during the regular school year.

This used to be true in high school, too. But over the last decade or so, high school summer sessions have changed their emphasis. No longer are they devoted almost entirely to remedial work. Now they are offering advanced work in many subjects to bright—and average—students, giving them an opportunity to use the 10 summer weeks to further their education.

Can elementary school do the same thing? The answer is "yes"—and more of them are doing it all the time.

In Plymouth, Mass., for example, students in grades four through eight have—since 1913—taken remedial work in language, reading, spelling and arithmetic. Now school officials are undertaking to add advanced study opportunities for bright students to their summer program. One possibility: conversational foreign language.

### Summer offerings

This same subject—along with several others—has been available to elementary children in the Decatur, Ill., public schools since the summer of 1958. It was then that schoolmen extended their comprehensive high school summer program to the elementary grades.

Special attention is given under the program to slow pupils who need improvement in basic academic skills. But provision is made, too, for enrichment as well as advanced study for talented pupils in conversational French, mathematics and science.

No limit is placed upon Decatur's bright students enrolled in the summer session. In science, for example, they are encouraged to travel as far and as fast as they are able. However, none of them skip grades during the regular school year as a result of attendance during the summer.

In 1959, the summer school was attended by 906 elementary children, representing almost 10% of all students in grades one through six. The youngsters studied art, instrumental music, conversational French, creative dramatics and advanced science. In addition, general elementary work in academic skills for grades one to six was provided for slow learners in need of special attention, and special classes were available for students with hearing difficulties.

The 1960 summer program was similar except that classes in speech correction, children's literature, choral music and modern mathematics replaced creative dramatics and the special class for the hard of hearing.

Slow students, in need of more remedial work, accounted for less than 25% of each summer's total enrollment. The remaining 75%



willingly spent half of their summer vacation time back in school, exploring further those study areas which particularly interested them.

### How to arouse interest

How can you stimulate elementary youngsters enough so that they want to pursue advanced studies on their own time during the summer? In Decatur's case, the answer is closely allied to the district's willingness to experiment and probe for ways to improve education during the regular school year.

Two pilot studies now underway in the district's schools have aroused considerable interest among parents in the community. One presents the principles of modern mathematics to a selected group of sixth graders. The other, now in its third year, is a course in conversational French.

Both studies were limited in the number of students who could be included in them. Many parents, disappointed at not getting their youngsters into the advanced pilot classes, welcomed the chance to enroll them in similar courses tentatively offered during the summer.

Actually, the need for a summer program grew from requests by some parents for extra remedial work to help their children overcome learning difficulties. This, in conjunction with parental pressure for more advanced work opportunities, led Decatur's school officials to consider establishing the elementary summer school.

### How to proceed

Early in March, 1958, the schools sent a brief questionnaire to all parents in the community. Schoolmen wanted to know exactly how many were interested in a summer program for their elementary children. They asked parents what subjects they would like to see offered, and provided rough estimates of how much summer sessions would cost.

Next, schoolmen found teachers to handle as many of the requested courses as possible. Once courses and teachers had been tentatively established, the schools worked with PTA groups to get across to the community the story of what was being offered.

The same timetable has been fol-

lowed each year since 1958. Planning for the following summer's program now takes place in the fall, with the first announcement about it going to parents about the middle of April. Since there is no way of knowing exactly what the interests of parents will be, all courses for which teachers can be secured—and in which there appears to be a possibility of interest—are listed. Many suggested courses do not develop because of inadequate enrollment. City-wide registration takes place about the middle of May, and final assignment of classes is made during the first week in June.

Decatur's summer program is directed by Charlotte Meyer, assistant superintendent in charge of elementary education. Classes are set up in any elementary school in which there is sufficient enrollment to warrant opening the building for the summer. If enrollments do not come up to expectations, then a junior high school building, in an area of the city served by several elementary schools, becomes the center for classes.

### How to meet costs

Summer school is not permissible in Illinois without a special referendum authorizing it, so tax funds may

Schenectady, N. Y.  
does it  
differently



Schenectady's five-pronged summer program offers activities such as basketweaving in the children's community center (above) and archery in the summer elementary vacation school (below).



not be used to support summer sessions. Each year, the Decatur schools must collect enough tuition to pay the cost of operating a summer program.

So far, the fees charged to parents have proven more than adequate. The program showed a slight surplus at the end of last summer. Tuition varies, depending upon the number of hours children spend in school.

Parents are charged \$20 for academic skills classes, in which 10 students meet with teachers for an hour a day. Art pupils (15 to 20 per class), who meet with teachers for

one-and-one-half hours daily, pay \$15. In instrumental music classes, an unlimited number of students attend classes for two-and-one-half hours per week and pay a tuition of \$6.

Summer school teachers are paid \$5.50 per hour for each hour of actual pupil contact.

#### **What has been gained?**

School officials—and parents—in Decatur are convinced that the elementary summer school has improved their overall educational program.

More youngsters have been able

to engage in advanced studies and to explore courses otherwise unavailable during the regular school year. Teachers of summer classes have been able to use their professional skills for a greater part of the calendar year.

What's more, even the district's teacher recruitment policies have benefited to a degree, since student teachers from nearby Millikin University work directly with teachers of summer classes. Outstanding potential teachers among them can be spotted easily and invited to join the district's permanent staff upon graduation. **End**

■ The elementary vacation school in Schenectady, N. Y., is only one of five summer activities available to the city's school children under one coordinated program. A minimum of 2,500 youngsters are offered a variety of summer experiences through the community children's center, the summer instrumental program, a summer sports school, the elementary vacation school and the more standard summer junior and senior high schools.

In the community children's center, about 140 children participate each summer in outdoor education, science, arts, crafts, music and dance, and international understanding programs. The center is operated in conjunction with the Intensive Teacher Training Program, a cooperative effort between the Schenectady schools and the New York State University College of Education at Oneonta. This teacher training program brings liberal arts college graduates to Schenectady to participate in a special six-weeks course leading in three years to certification as elementary teachers.

In addition, several of the programs make use of about 25 teacher aides each year. These are college or high school students from the community. School officials feel that their active participation in the summer program attracts some of them—who had not previously thought about it—to seriously consider teaching careers.

The comprehensive Schenectady summer program offers a variety of activities for interested youngsters. Among them:

■ Instrumental program. Especially interested pupils in fifth grade, and above, can get six weeks of individual and group instruction on instruments of their choice. The district has a few instruments on loan; otherwise, pupils provide their own. Three teachers, three student teachers

and two student assistants conduct the program.

■ Elementary vacation school. Seventeen teachers and 18 teacher aides operate 12 centers throughout the city. Last summer, 450 youngsters enjoyed games, stories, dancing, trips, swimming, movies, library periods, and arts and crafts activities under this program.

■ Summer sports school. Open to youngsters from nine to 17 years of age, the sports school provides instruction and practice in archery, badminton, basketball, football, baseball, tennis, wrestling, modern dance. It operates with a staff of six teachers and two teacher aides.

■ Junior and senior high. The secondary summer school consists mainly of regular academic courses, although business education and driver training were offered last year.

Taken altogether, the multi-level summer program just about breaks even. Costs are covered by nominal fees charged to parents for each child who attends. The fees vary from \$5 per week per child in the community children's center to \$5 per child for six weeks in the instrumental program.

School officials keep parents informed about the summer programs through a series of appropriately timed press and radio announcements, a "summer activities chart"—revised yearly before being sent home to each family—and inexpensive folders explaining each of the programs in detail.

Over the years, total enrollment for summer activities in Schenectady's schools has moved constantly upward. In 1960, each of the different programs—with the exception of summer junior and senior high—showed gains of at least 20 students compared to enrollments in 1959. The summer session of the secondary schools has jumped by more than 500 since 1957.

## WHAT ARE YOU DOING ABOUT

# Reading development

Too many schools think they're doing an adequate job by providing remedial programs for poor readers. It's not enough. Average and bright students must sharpen their skills, too. Here's a new way that's finding favor in many alert districts.

*"(Junior High) pupils with average ability should read at, or above, grade level; superior pupils, considerably above grade level. By the end of grade nine, even the poorest readers (except the mentally retarded) should read at least at the sixth-grade level . . . Pupils who in grades seven, eight and nine are reading a year or more below grade level expectancy should have special provisions made for them. These provisions should take the form of instructional periods which are in addition to regularly scheduled classes in English."*

**JAMES B. CONANT**

—Recommendations for Education in the Junior High School Years

*"A school should have the equipment for a developmental reading program . . . intended primarily to do three things: to help students acquire skill in different sorts of reading, from close and detailed reading to scanning; to increase reading speed; and to improve comprehension of the material read . . ."*

**JAMES B. CONANT**

—The American High School Today

■ ■ ■ When Dr. James Bryant Conant wrote his urgent recommendations for reading improvement into his two published reports on America's secondary schools, he was reflecting the concern of most schoolmen about reading ability. Unfortunately, this "concern" isn't always translated into effective action.

His explicit suggestions (at left) are based upon the need for developmental reading programs in all secondary schools, junior as well as senior high. If anything, he feels that the need is most critical in the seventh, eighth and ninth grades. By the time a student enters high school, he *must* be able to read with speed and comprehension if he hopes to succeed academically.

When he talks of reading development, Conant makes it clear that he is not discussing a *remedial* reading program. Most schools offer some kind of help along this line for students with reading difficulties. But Conant feels that it is also the school's responsibility to sharpen the reading skills that most students already possess. In addition to teaching youngsters *how* to read, the schools must teach them how to read better.

Few school officials find anything to disagree with in Conant's stress

on reading. As a result, most schools do offer "something." What's more, a surprisingly high percentage of them report some kind of reading development program underway.

### How widespread?

In an attempt to discover just what is offered in the way of reading improvement in the nation's public schools, SCHOOL MANAGEMENT conducted a reading inventory survey based upon questionnaires sent to a random sample of 500 superintendents throughout the country. Sixty-four percent of the administrators queried say they have reading development programs in their districts. Twelve-and-one-half percent indicate that they plan to begin something of the kind within the next year. Of those with programs in their schools, only 4% plan to expand their present offerings.

The nature of the programs offered varies widely. Some schools use mechanical aids to help readers gain skill in rapid reading. These consist of flash devices which provide the student with a brief glimpse of words or phrases. Through constant drill, the student is able to increase the speed with which his eyes can take in the printed word.

Another mechanical device for increasing reading speed is a pac-



# after sixth grade?

ing unit which uncovers one line of printed matter at a time, at a preset rate. By constantly moving up the speed with which the printed material is uncovered, the student is forced to read more and more rapidly in order to keep up with the "machine."

Mechanical aids of this kind are used by almost 38% of those schools participating in the SCHOOL MANAGEMENT survey. In addition, 40.5% of the schools responding indicated that they are working with boxes or kits of one kind or another.

## The reading "box"

Kits give the reading instructor a single source of materials which he can use in reading development classes. There are several such reading improvement kits available, each a little different from the next. Some provide only a convenient package of materials—drawn from articles appearing in the public press—in varying lengths, to serve as timed reading exercises. Others offer ma-

terial arranged by grade level and varying degrees of difficulty to check both the speed and comprehension of students in the class.

One interesting new box now being extensively tested in two school districts goes one step further. Prepared by The Reading Laboratory, Inc., it, too, contains timed exercises of varying degrees of difficulty. But the exercises consist of selections culled from a number of junior and senior high texts now in common use. These curriculum integrated materials, together with instructional manuals for both student and teacher, pose an important question for schoolmen. Can they be used as the basis of reading improvement programs conducted by teachers who are not reading instructors?

## Is half a loaf better?

There is no real consensus that reading development can be taught by other than reading specialists. But most schoolmen agree that the need for reading improvement programs in their schools is critical.

The problem is, how can it be begun, particularly since most districts lack the skilled reading teachers—and the extra class hours—required for a full-fledged reading program.

The question each school district must answer for itself: Is some kind of developmental reading program better than none at all?

In order to learn some of the answers, SCHOOL MANAGEMENT editors interviewed school officials in two districts where "boxes" are now being tested. (Results to date in the Wilkinsburg School District, Wilkinsburg, Pa., are presented in the box appearing on page 61.) In the following tape-recorded interview, school officials in West Hempstead, N. Y., tell how the reading development program has been working out in their schools. Participating in the interview: Edward Moyer, assistant superintendent; Warren Noble, director of guidance; Selma E. Whilt, supervisor of elementary education; and Mrs. Rose Vachio, developmental reading specialist.

***"Developmental reading is a very important part of the school program. We'd like to make it a regular course offering."***

**MOYER**

**Q.** Mrs. Vachio, how many students were involved in your developmental reading experiment in the West Hempstead schools?

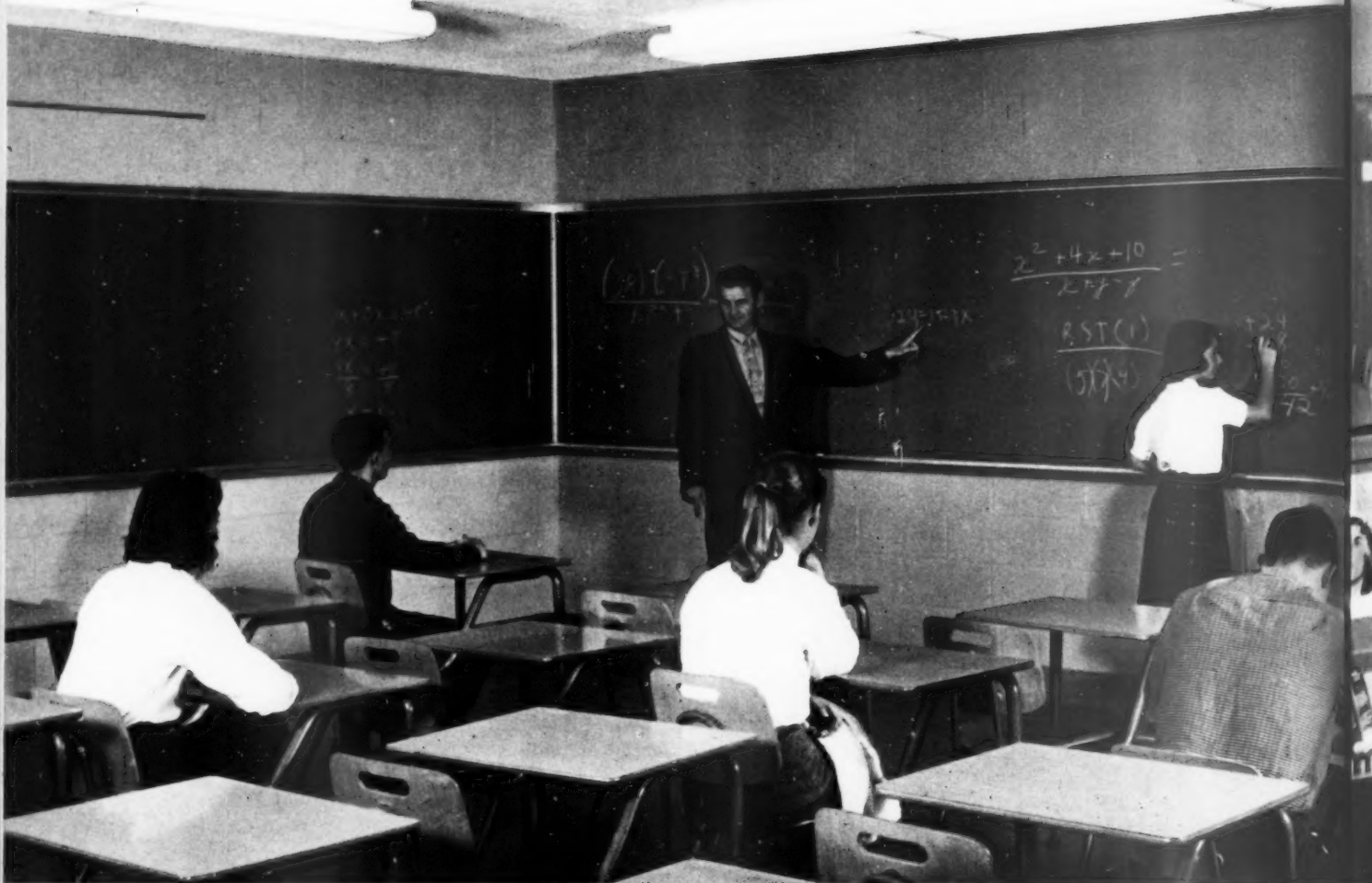
VACHIO: We gave the course to 60 children from two eighth grade classes. One class used machines—mechanical phrase flashers and pacing devices—the other did not. Each

class was broken into two groups of 15 students each. The students attended one 32-minute class a day for six weeks.

**Q.** Is 15 the optimum number of students you can handle effectively at one time?

VACHIO: I feel that class size should be no more than 12. However, un-

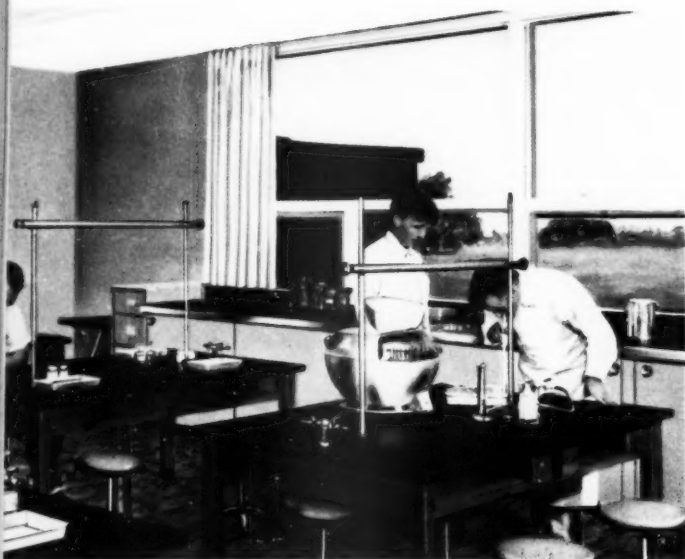




*In this pleasant classroom a light value of a warm color is used to counteract the effect of cool light from north and east windows.*

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### WHAT DO THE STUDENTS THINK?

*At the end of their six-week reading development course, the eighth grade students in West Hempstead, N.Y., were asked what they had learned from the program and whether or not they felt they had benefited from it. Here are their candid opinions of the material that was offered, the way it was presented and its value to them.*

#### SPEED AND COMPREHENSION

"The most important lesson this reading course has taught me, is to keep pushing my speed and comprehension by reading more and more each day."

"I gained a lot from this course despite the fact that I didn't like to read before I took it. Now I know how to read more rapidly and how to apply speed-up techniques to make reading more enjoyable. In six weeks, my reading speed rose from 285 words per minute to 810."

"The course has shown me that if I push myself, I can get a faster reading speed with the same comprehension."

"I began the course with a reading speed of 350 words per minute. I have been able to increase this to 1,250 words per minute, with comprehension maintained between 80 and 100%."

"I went from 350 words per minute to 1,320 words per minute in six weeks time. My comprehension has increased greatly, too. Now, when I read homework assignments, I find I get much more out of them."

#### READING MATERIALS

"The course was very helpful in improving my reading. It was different from every other subject, yet dealt with all of them."

"We used subject cards that covered literature, history, science, and the arts. I feel that the cards—besides being helpful from a reading point of view—were informative from the educational point of view."

#### CURRICULUM OFFERING

"I would sign up for the course if it were offered as a regular subject. I don't think, though, that it would be right to substitute it for other subjects as was done this year."

#### LENGTH OF COURSE

"Six weeks were not adequate for this course. It should have taken at least five months or longer if needed."

"Despite the many obvious advantages and good points of this program, I felt an important lack—time. If this course is done over again, I would recommend that it be more than six weeks long."

"I believe the program should be continued. However, more time should be allowed for the course. From the few weeks I have had this course, I believe if more time were allotted, much more would be accomplished."

"I really think it wasn't half enough time for us to do our very best."

"I wish the course could last for a much longer period of time."

#### SIDE EFFECTS

"After learning some of the helpful reading techniques, I have noticed an improvement in some of my work. For instance, in my weekly science current events reports, I have learned how to get to the main points quickly and have had a much easier time than before. In fact, I don't mind doing them anymore because it now only takes me a few minutes to prepare them."

#### AND, THE LOYAL OPPOSITION

"Although I didn't enjoy the course, I learned a few things that might help me."

der the circumstances, groups of 15 were the smallest we could work with. Whenever you try to do reading improvement with groups of more than 12, you inevitably move at a slower pace. The larger the group, the slower your progress.

**Q.** Were there any appreciable differences between the achievement of those students who used machines and the students who did not?

**VACHIO:** There was a difference in speed but there was no difference in comprehension. Within each of our student groups, speed and comprehension went up at the same time.

**Q.** How about the program as a whole? Have there been any positive benefits resulting from it so far?

**NOBLE:** Primarily, I think that it has served as a device to force attention upon reading development as an entity in itself.

In most schools, reading development is an incidental part of the educational program. Children with extreme reading difficulties are generally handled through remedial programs.

But in most secondary schools, what little developmental reading is done is based, in part, upon the students' ingenuity and, in part, on what little help the classroom teacher can provide.

**Q.** Would your reading course have been any different if you had not used the "box" of materials along with the mechanical aids?

**WHILT:** I think the most important material in any reading course is that which is taken from the students' own textbooks. The box exercises, though, have proved to be a valuable supplement.

**VACHIO:** The exercises were a wonderful substitute for textbook work because they were such short pieces. What's more, they dealt with subjects that the students were either already familiar with or would shortly get to know because of the readings they do from textbooks for their other courses.

**Q.** How did you organize a typical 32-minute period? What happened



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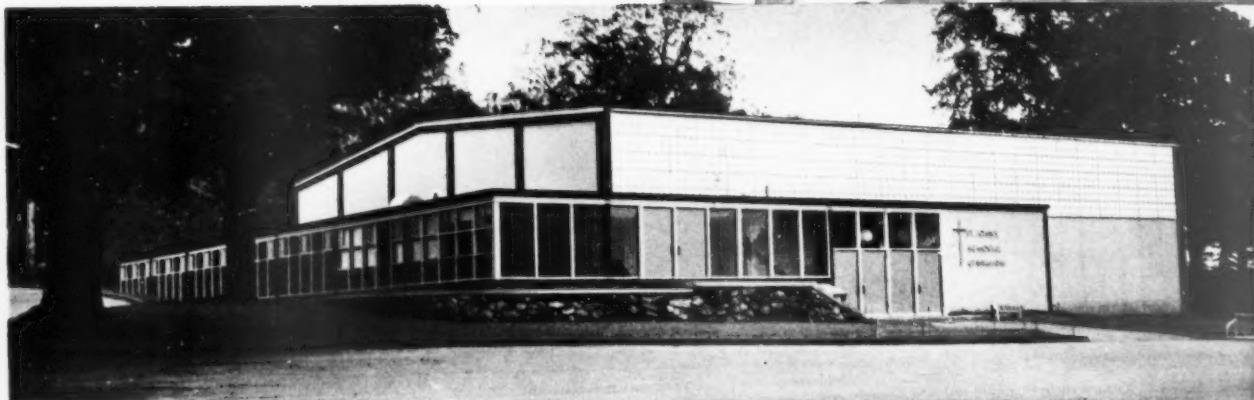
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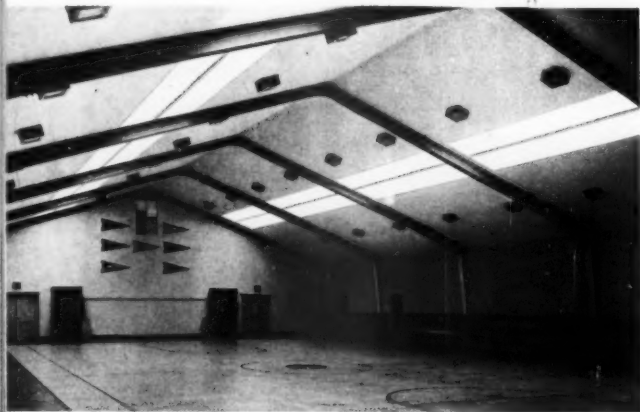
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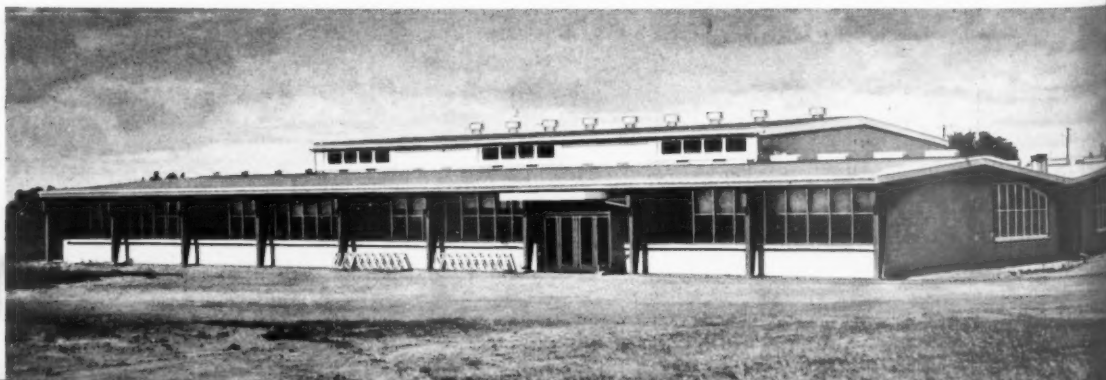


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from the time the children came in until they left?

VACHIO: The first portion of each period was devoted to a brief lecture. Confining myself to 10 minutes, I would discuss a particular reading skill that they might find useful — pre-reading, note-taking, outlining, phrase reading and like. The rest of the period was devoted to timed reading.

As it worked out, we were barely able to manage a brief lecture and one timed reading in the 32 minutes provided. We could have made good use of longer periods, particularly for more lectures and discussion.

**Q.** Have you found 30 hours of instruction to be adequate for a reading program?

NOBLE: I think we could use at least 10 hours more. The youngsters would like to see the course extended through the whole year. They don't think that six weeks of daily reading instruction is enough.

**Q.** Would it be possible for a student to work on his own part of the time? Could he take 15 hours with you, Mrs. Vachio, and then fill in the rest of the time by himself, doing reading exercises and speed drills?

VACHIO: If the child can work independently, it's feasible. But he would have to be an exceptional youngster, at any grade level. The really bright child can work independently; the average student cannot.

WHILT: When youngsters work on their own, they lose the enthusiasm generated by the group and the motivation that goes with it. Even adults need this to a greater or lesser extent.

**Q.** Did the children ever know at what level they were reading?

VACHIO: I did everything in my power to keep it from them, but when you're dealing with bright students it's hard to prevent them from finding it out from code numbers on the reading cards. But without the cards, we wouldn't have been able to provide the varied levels of materials required within each class group. This is one of the

## The experimental program in Wilkinsburg, Pa.

*Almost 120 seventh grade pupils participated in the 12-week experimental program in the Wilkinsburg School District, Wilkinsburg, Pa. Although school officials feel that it is still too early to come to final conclusions about the value of the reading improvement plan, some important facts stand out. (It should be noted that Pennsylvania has mandated reading development for all pupils.)*

**Group size.** Mrs. Barbara S. Hollander, teacher in charge of the program, handled three classes of almost 40 pupils each. The classes, she thinks, were much too large for effective teaching. Explanation of the material used, and of procedures and methods to be followed, was difficult with groups of that size. More critical: individual students received a lot less attention than they required. According to Mrs. Hollander, groups of 25 pupils would be ideal.

**Student interest.** This remained high throughout the course. Youngsters were enthused about charting their reading progress as they went along. They particularly liked the opportunity to work at their own speeds with no pressure to compete with their fellow students. Appealing, too, was the variety of subject matter provided with the reading cards supplied in the developmental reading kit.

**Teaching tools.** Two that were found to be most effective by Mrs. Hollander: vocabulary lists drawn from material presented on the reading cards; and the administrator's guide, a handbook of instruction for the teacher. She thinks the guide offers a great security to the untrained reading teacher. It covers the details of how to conduct the reading course and effectively anticipates areas of difficulty that the teacher may expect to encounter.

**Scheduling.** This proved no problem, since the Wilkinsburg schools have, for the past three years, set aside two periods for developmental reading in grades seven and eight. The experimental reading program was conducted during these two hours.

**Reading rate.** Says Mrs. Hollander, "Some students who have seriously applied the reading improvement techniques are now reading 1,000 words per minute, a rewarding result for both student and teacher."

**Summing up.** William M. Potter, superintendent, has this to say about the experiment: "At the moment, I would say that only specialists should handle the reading developmental materials. I would pursue, though, the possibility of subject matter teachers taking over reading improvement."

"We recognize that every subject teacher is, in a way, a teacher of reading. There is a good possibility that regular classroom teachers can satisfy the reading requirements of their particular subjects with the help of some of the materials used in our experimental program. The manual provided can help them a great deal in improving the reading skills of their students."

***"Our youngsters would like to see the course extended. They don't think six weeks of reading instruction is enough."***

**NOBLE**

really outstanding advantages of the reading cards included in the kit we used.

**Q.** How were you able to determine the level of difficulty at which to start for each student?

**VACHIO:** We checked each student's record for his most recent reading achievement scores. The material I introduced in class was always one level lower than that indicated on the student's record.

If a child's comprehension was a bit above what he was reading—and his rate was good—he was eager to attack something more difficult. In that case, I would assign readings at a slightly more advanced level.

**Q.** How about subject area? How did you determine the subjects in which each student would read?

**VACHIO:** They all read the same thing at the same time. Then we would attack the material for comprehension, speed, vocabulary and the opinion expressed by the author. Finally, we would try to summarize the material read.

**Q.** Did you find that reading levels differed with different kinds of subject matter—for example, science as opposed to literature?

**VACHIO:** There's no question about it. When a student enjoys what he is reading he reads rapidly, with wonderful comprehension. When a student reads with distaste, both speed and comprehension are noticeably slower. In that case, I advise him to see me after class when I can work with him further.

**Q.** What about possible conflicts between your reading materials and the assignments of teachers in regular subject classes?

**NOBLE:** We had no complaints at all

on that score. Our students were glad to get additional reading matter in a particular subject. The reading skills they practiced on the cards helped them understand their other subjects better.

**Q.** Did you notice any carry-over into regular subject classes?

**WHILT:** To a certain degree, there was—particularly if the reading topic had been touched upon before in a regular classroom. Comprehension in this case was extremely good.

**Q.** Could this high rate of comprehension be due to the fact that they were getting additional information about the material on your reading cards in the normal classrooms?

**MOYER:** I don't think so. The students in our program were only eighth graders. How much training in science, for example, or social studies, could they have received by eighth grade? Besides, although many of them were working on reading material at the college freshman level, they were achieving extremely high comprehension scores.

**Q.** How have you been able to schedule a course like this into the normal school day?

**VACHIO:** I didn't like the way we did it. Neither did the children—in fact, they were more unhappy about it than I was. Their greatest objection to the reading course was the fact that it meant they had to give up study room periods, art, music and gym. As a result of this disappointment, I think some of our bright youngsters did not improve their reading skills as much as they could have.



**NOBLE:** Whenever this scheduling problem comes up, most people always think of letting study hall go by the boards. Many of our children, taking six or seven subjects a day, have very few study periods left. But even if they had them to spare, I don't think it is a good practice to prevent students from doing homework or pursuing research on their own during their study periods.

**Q.** Could classroom teachers take over if scheduling is a problem? After some brief in-service training, do you think they could handle the lecture and the reading exercise parts of the program?

**VACHIO:** I imagine they could handle the cards, but not as efficiently as a trained reading specialist. Even these bright youngsters need work in phonic and other important skills. A subject matter teacher trying to help them in this area would simply be lost.

**MOYER:** We believe in specialists handling specialized jobs, not in making everyone a jack of all trades. Most of our seventh, eighth and ninth grade teachers have nothing approaching Mrs. Vachio's reading background. If they were required to handle our reading program, I'm not sure that we would make too much progress.

**Q.** Does it seem to you that the person handling the reading development program will be working more closely with subject matter teachers in the future?

**NOBLE:** Not in the seventh and eighth grades. But if we were to ex-

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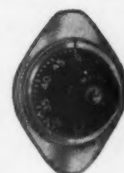
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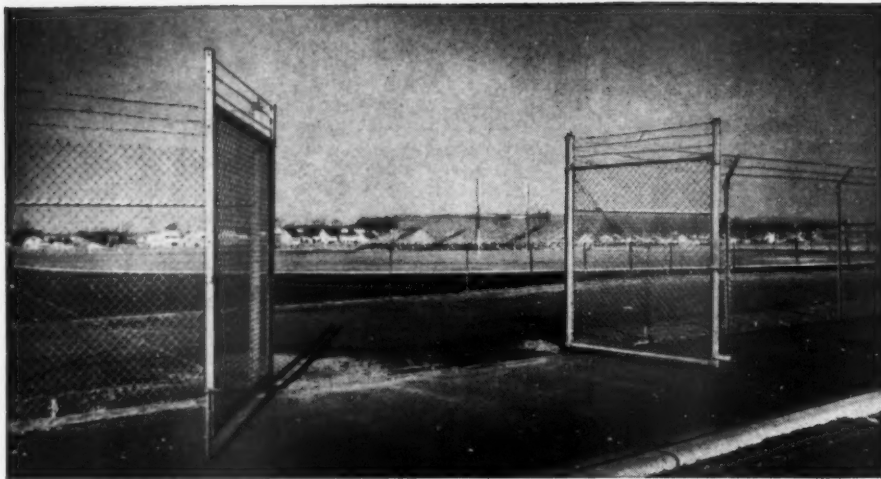


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tend this program into the high school, closer contact with classroom teachers might become necessary—particularly in advanced science, for example.

**Q.** In what grade does a program such as this one have the most value for the student?

**MOYER:** I'm most anxious, of course, to make it available to youngsters before they enter high school. Right now, it seems to me that the eighth grade would be the ideal spot for it. But I think we would do well to follow up in high school later on, especially before our students go on to college.

**Q.** Do you agree with Dr. Conant that a reading development program, to be successful, must be on a voluntary basis?

**MOYER:** I think we would want to make it a regular course offering, something that all our students would take at some point in their secondary school years. You might have a little difficulty with some students at first, but it wouldn't last. In the brief time that we've been testing reading development in West Hempstead, parents have come out strongly in favor of what we are doing. Many think our reading program is one of the best things we have in the school. With that kind of support behind it, I don't think a reading program must be voluntary to be successful.

**Q.** Do you plan to make developmental reading a part of the regular curriculum in the near future?

**MOYER:** I would like to introduce it into the curriculum next September. We have been getting a high rate of reading improvement among those students who participated in our trial run experiment. This kind of improvement is something we should try to extend to all our students as soon as possible.

We would still want to do some more experimenting with lower level students—particularly in fifth and sixth grade—to see what happens there. But I think developmental reading, along with our remedial efforts, is a very important part of our school program. In fact, we are planning to set up a separate reading department which will include remedial and developmental reading personnel.



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## A simple way to handle Teacher Absence

Twenty seconds is all it takes for teachers to report they are sick in Phoenix, Ariz. As a result, the location and employment of substitutes has been speeded up. Here's how the Phoenix system works.

By PATRICK LAUGHLIN  
*Administrative Assistant  
Phoenix, Ariz.*

■ ■ ■ Our teacher absence reporting system is built around an automatic telephone answering service device. The apparatus itself is quite simple. Though it has been used in industry for years, many schoolmen may be unaware of how helpful it can be in their own districts.

The purpose of the recording de-

vice is to speed the location and employment of substitutes for teachers who call in sick on any given day. Here is how it works.

### Absentee calls in

Every teacher in our district carries a yellow, wallet-sized card containing precise instructions about how to report expected absences.

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If you are unable to report for work, call CR 9-4125 anytime during the day or night before you expect to be absent. IN NO CASE should an absence be reported later than 7:00 a.m. on the day of the absence.

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2. YOUR SCHOOL
3. REASON FOR ABSENCE
4. THE SUBJECTS YOU TEACH
5. LENGTH OF TIME YOU EXPECT TO BE ABSENT
6. TIME OF YOUR FIRST CLASS PERIOD

You will have 20 seconds to record your message. This is plenty of time to give the above information, so speak slowly and clearly. If you have not completed your message by the next tone signal, please call back. Hang up as soon as your message is completed, do not wait for tone signal.

Teachers in Phoenix Union high schools follow instructions on their wallet-sized cards (see above) when calling in sick.



(see sample card). He is requested to call the district office at any time during the day or night before he expects to be absent. In no case should he call in later than 7:00 a.m. on the day he expects to be absent.

The card is specific about call-in procedure. The teacher knows that he has just 20 seconds to give the six items of information outlined on the card: his name, his school, reason for absence, the subjects he teaches, length of time he expects to be absent and the time of his first class period. These items of information are recorded by the telephone answering device.

#### Substitutes selected

At 6:00 a.m. each morning, our assistant personnel manager plays back the recorded information. He learns which teachers, of what subjects, will be absent from which schools on that day.

Armed with this information, he turns to a card index file of available substitute teachers. From it, he selects the names of those he needs, calls them, and makes arrangements for them to work that day—or the total number of days indicated on the recorded absence report.

The cross-indexed card file tells him what substitutes are available—(by subject), their addresses and their preferences for substitute assignments. An individual's preference is an important consideration in our selection of substitutes. The seven high schools and one junior college in our district are spread over an area of 150 square miles. As a result, a substitute's proximity to a given school must be kept in mind when selecting him for an assignment.

Our new procedure has worked out very well, though some flaws have cropped up. Some teachers find it difficult to give all their "sick call" information in the space of 20 seconds. In case they don't complete their message in time, they are requested to call back. Most of them are getting the hang of limiting calls only to the six basic points outlined on the instruction card.

Others have found talking into a dead silence a problem. But both of these drawbacks are minor. Generally speaking, we have found our teacher absence system to be practical and efficient. **End**

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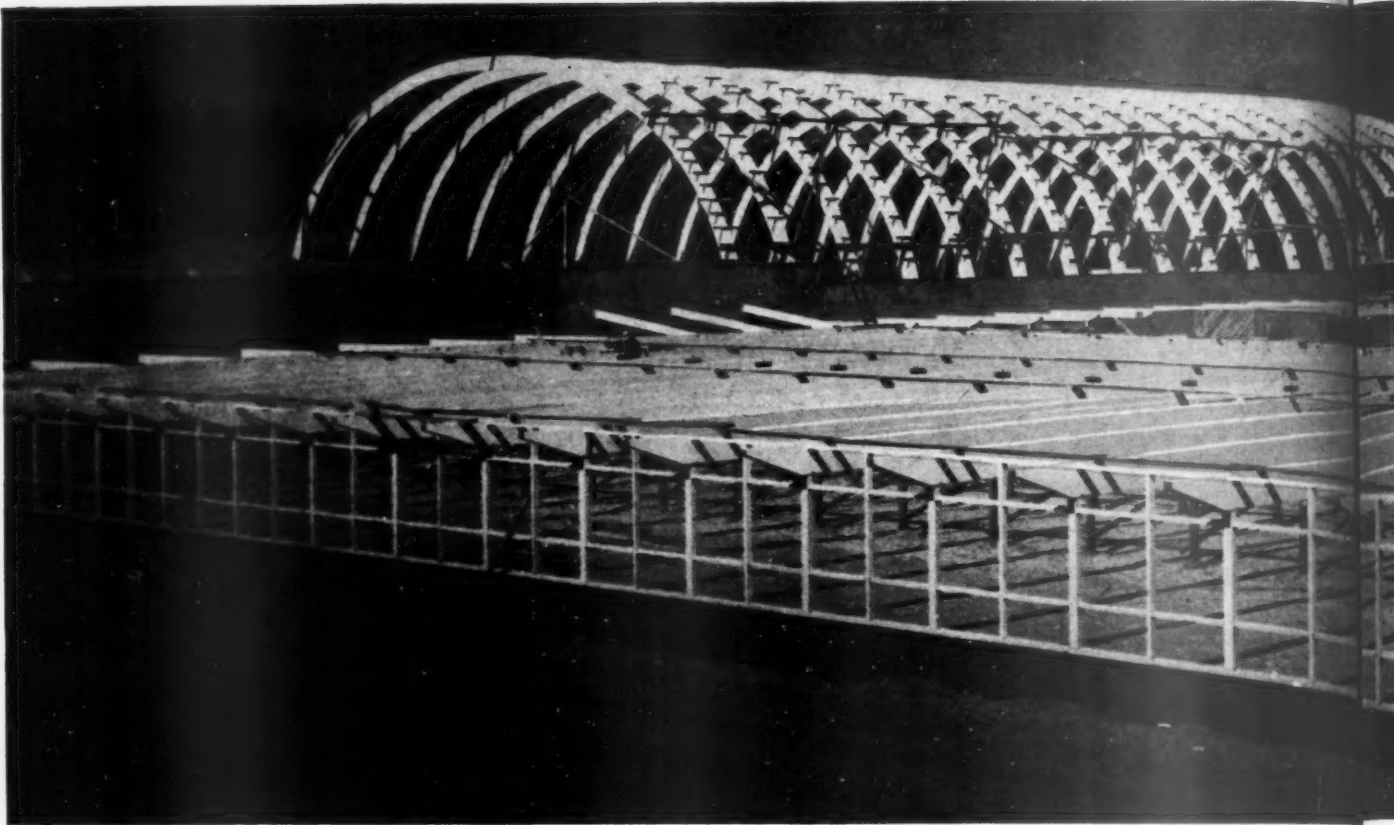
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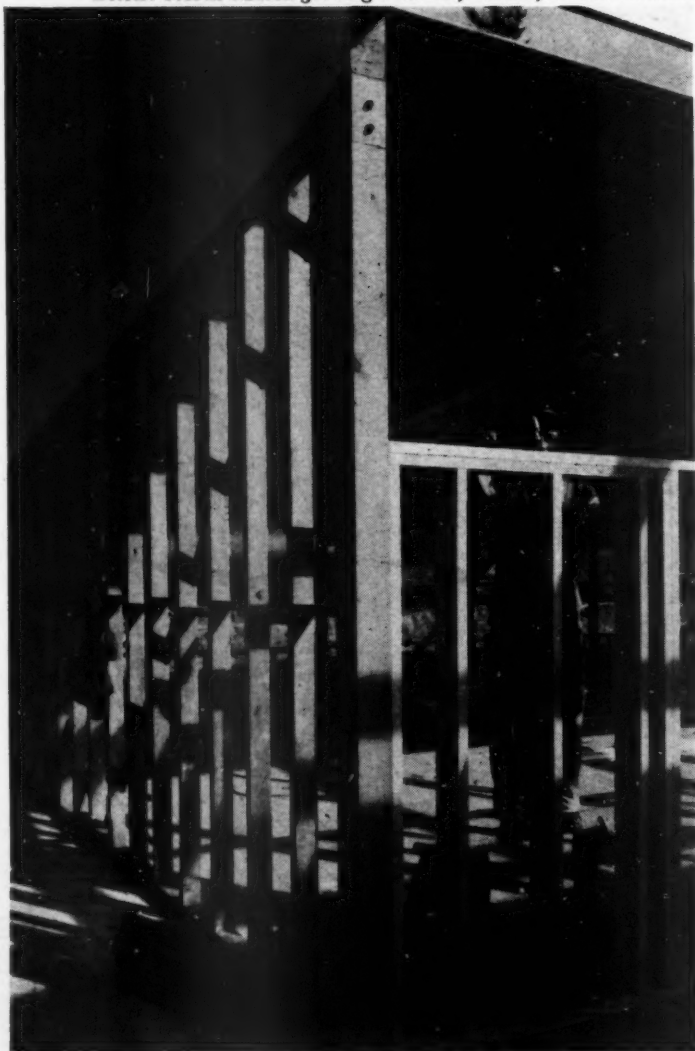
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(Circle number 732 for more information)





How about carpets in your schools?

Here's what schoolmen in Newtonville, N. Y., have learned about carpeted schools after a two-year test in the senior high wing of Shaker High School.

■ ■ ■ "The idea of putting carpets in schools may do violence to some social mores—such as the idea that carpets and wealth go hand in hand—but from what we've seen at several schools, carpets are not only practical, they're economical, too."

So stated Harold Gores, president of Educational Facilities Laboratories, in a recent interview with SCHOOL MANAGEMENT editors. (See "What's new and good in school-house design," SM, Oct. '60).

In Newtonville, N. Y., a two-year controlled experiment was undertaken to learn how carpeting would affect the appearance, costs and decorum of a school building.

When Newtonville's Shaker High

School was under construction, the American Carpet Institute proposed to underwrite a carpeting experiment. The school was chosen because it contained two identical wings, one for the high school, the other for the junior high.

In September, 1958, when the building opened, high schoolers found their classrooms, corridors and other academic areas covered by 25,000 square feet of commercial carpeting, the type used by hotels and office buildings. Junior high school students entered a more conventional building, with asphalt tile covering the floor.

After two years of operation, here are some of the results of the test:

**Noise.** Tests by two experts

## Library

*Carpeted floor adds to air of quiet, homelike comfort in Shaker High School library. Note student in foreground seated on floor and two others at table with shoes off, curling toes in soft floor covering.*



## Lockers



*Senior high and junior high wings are exactly the same except for carpeting. Yet junior high teachers complain of extremely distracting hallway noises; senior high staff doesn't notice them.*

## Multi-Purpose

*Students in carpeted general education laboratory are undisturbed by banging of lockers in corridor open to multi-purpose room. Such noise is unavoidable, but carpeting in room and corridor seems to absorb the sound.*



### Offices

*When high school yearbook's staff finds office too packed, it moves out into carpeted hallway to plan layouts on floor. This office—and all others in high school—is also carpeted.*



### Classrooms

*High school's teachers, who stand during instruction, report carpets are easier on legs and feet. Furniture, while movable, stays put more easily, reducing movement and noise during class.*

showed that carpeting had cut the noise level in classrooms by better than 50%. Teachers, students and administrators noticed the difference and commented on it.

**Maintenance.** Vacuuming the carpets, a time study showed, took an average of 34 minutes daily for 1,000 square feet. The same area of asphalt tile was cleaned in 64.5 minutes. Carpets did, however, need a special cleaning once every two years. Stains were easily removed if noticed in time and, after two years of use, there was only one part of the rug showing wear. This was at a spot where students, coming up a flight of stairs, pivoted to go towards their classrooms and lockers. Altogether, six square feet of carpeting will have to be replaced every three years or so.

**Costs.** The total annual cost for maintaining 1,000 feet of carpeted floor area was \$176.61, including allowances for bi-annual shampoos. One thousand square feet of asphalt tile were maintained at an annual cost of \$350.75, almost twice as much as that spent on the carpeting. The carpeting was, of course, more expensive to install initially.

**Hazards.** Two objections to carpets were brought up immediately. First, a shredded carpet could lead to accidents, especially if a person's heel were to catch. But the two-year test revealed just one point of wear that might, in another year, present a hazard. This piece of carpeting will be replaced. A second question, the possibility of fire spreading on the carpet, was ruled out also. Tests showed that the carpet would not burn at all and was a poor conductor of flame.

But perhaps the most important advantage Shaker Heights staff members have seen in the carpeting experiment concerns the attitudes the students have developed toward their school (*see pictures*). "They seem to think of it as an extension of home," commented Principal Millard J. Smith. "The carpeting has set the tone of our school. Students are quieter, better behaved and more respectful. They feel at home. The result, we think, has been a far better atmosphere throughout the school building." **End**



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**ARMCO Drainage & Metal Products**

(Circle number 708 for more information)

Here's a better  
way to

## Manage student lunch funds

Collection of lunch money by teachers often results in poor accounting and loss of instruction time. Here's how one school eliminated both problems by revising collection procedures.

■ ■ ■ Teachers at Minneha Junior High School, Wichita, Kan., have about 20 extra teaching minutes every school day, thanks to an efficient system of collecting student lunch money.

"We serve about 575 students daily in our lunch rooms," says Principal George T. Wood. "It used to be the responsibility of each teacher to collect her students' lunch money daily. She receipted each amount and kept a record for every student. Then she turned it in to the office and in turn was given her receipt.

"About \$23,000 a year was handled in this fashion," he says, "but not all of it was handled well. The system, besides wasting class time, resulted in incorrect receipts, lost money, complaints from parents and, in general, headaches for the teachers and the school."

To eliminate some of these problems, a new system was implemented three years ago. It has been so successful that Wood estimates a

savings of nearly two hours per week per teacher. Several other schools in the district have now adopted the same system.

Here's how it works:

At the beginning of the school year, every student's name and that of his homeroom teacher is typed by

office clerks on small envelopes. These are alphabetized and filed according to room.

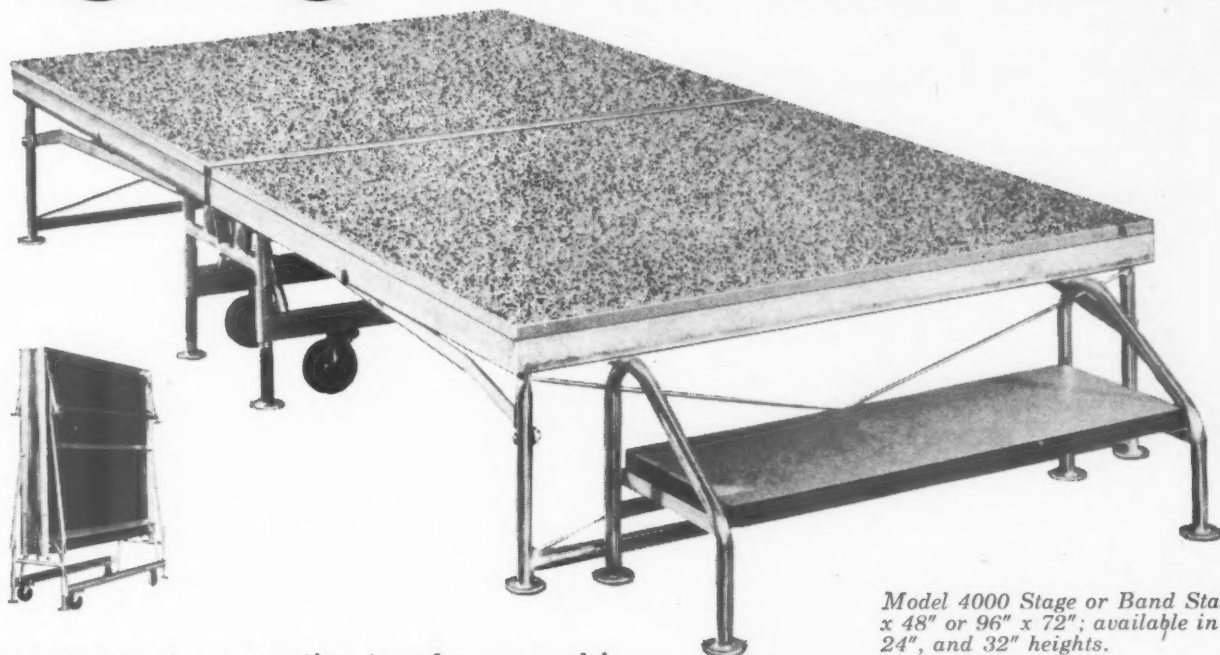
### No money for teacher

All lunch money, from parents or students, is collected by clerks and receipted in the office. The funds are

					5
MINNEHA SCHOOL LUNCH					
Issued to					Mary Brown
<i>George T. Wood</i>					Signed
6	7	8	9	10	

versatile and portable for every staging need . . .

# SICO STAGES AND RISERS



*Model 4000 Stage or Band Stand—96" x 48" or 96" x 72"; available in 8", 16", 24", and 32" heights.*

One person can set up an entire stage for any need in minutes. Three basic SICO units—Stages, Chair Risers, Choral Risers—can be used singly or in any combination for countless staging requirements. Interchangeable and interlocking, these units can be set up in straight or semi-circular arrangement. SICO staging is designed to provide schools functional, efficient service; constructed to last a lifetime.

Portable—fold them up, roll them away. Units are designed for one man handling. 4" casters lower automatically with folding, retract automatically with opening. Has exclusive SICO easy-folding action.

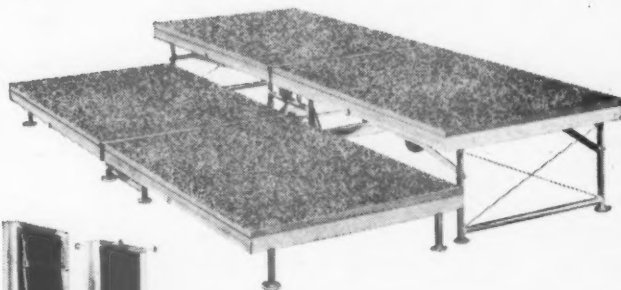
Decking—quiet, durable, beautiful. Vinyl asbestos tiling—retains its beauty longer than any other material. Easy-to-clean; mop it when you mop the floor. Assures quiet, sure-footed walking.

Sturdy—one-piece structural steel frame. 14 gauge structural steel, unitized (all electric arc welded) frame gives solid one-piece rigidity. Steel is zinc lustron plated—front and back are free of crossbars for easy floor cleaning without moving units.

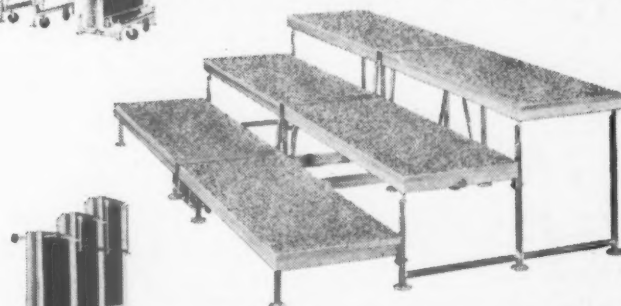
Complete accessories available. Front and side panels for complete enclosures; interlocking triangular inserts and tapered units for semi-circular arrangements; platform steps or ramps; guard rails; chair stops.

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SICO Scaffolds are as solid and safe as the basic staging unit. You can raise any unit to any desired height (in multiples of 8"). Quick and easy to install, SICO Scaffolds can be stored right on the folded unit, ready for use next time you need them.



*Model 4100 Chair Riser—96" x 33"; available in 8", 16", 24", and 32" heights.*



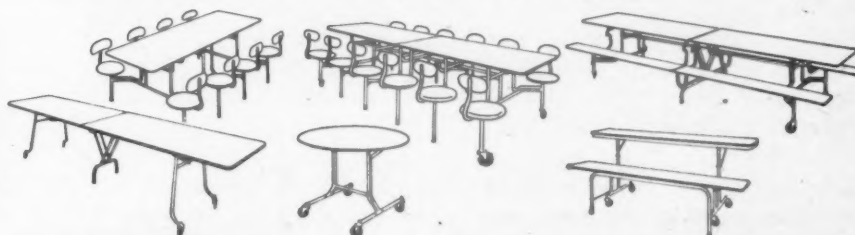
*Model 4200 Choral Riser—96" long in 3-rise unit; each rise platform 18" wide; 8", 16", and 24" high.*

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(Circle number 759 for more information)



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From Hobart motor to bowl, this all-new mixer has been compactly designed to give you more efficient, easier operation. Exclusive ventilation system (no louvers or vent openings) keeps the ½ h.p. Hobart built motor cool while locking out dirt and ingredient dust. Feather-touch, spring-counterbalanced bowl lift, locks firmly and automatically in operating position. All controls centralized.

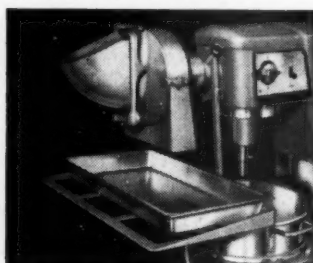
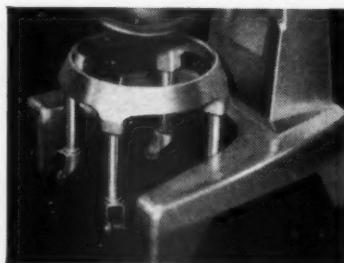
Optional equipment includes timed mixing control, thermal overload and low-voltage protector, magnetic-type starter; also full line of attachments. The Hobart Manufacturing Co., Dept. 309, Troy, Ohio.

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Optional equipment: bowl truck (left); convenient tray support  
for use with vegetable slicer, meat and food chopper, or juicer attachments.

### BETTER BUY MIXERS... BETTER BUILT BY HOBART

(Circle number 721 for more information)

counted and balanced with a receipt book daily, and entries in the book are duplicated on the back of each student's envelope.

A wallet-sized card, with space for 10 punches, is issued for each student. When payment is made, the card is marked "paid." (See illustration page 74.) If it is a long-term payment, additional cards are marked "paid" and kept in the envelope for future use. If less than 10 lunches are paid for, only that number of payments is marked on the current card.

These current cards are kept at the office in specially constructed wood boxes, labeled with the teacher's name and room number. The boxes are delivered to the teacher just before lunch, when she quickly distributes the alphabetized cards to students. She carries the box to the cafeteria when lunch begins. As each student enters, his card is collected, punched and placed in the box by a clerk.

When the 10th punch is used, the card is placed on end in the box. Boxes are returned to the office after lunch; used cards are put in the student's envelope and replaced in the box by one of the "paid" cards. If payment has not yet been made, a card marked "charge" is placed in the box.

#### More time for class

"All of our teachers are enthusiastic over this system. The time they used to spend keeping records," Wood says, "is now utilized planning lessons and student activities. Each teacher was keeping records differently, and parents were often confused and upset trying to determine what had and had not been paid, especially when there was more than one child involved. Now payments are made directly at the office for one or more children and for any period desired."

By cross-checking the used cards, the back of the envelope and the receipt book, Wood explains, it is easy to determine how many lunches have been eaten and how the balance of payments stands.

Any school could implement this system at surprisingly low cost, he says. "Our only expense was material for the wooden files and boxes, and the printing of lunch tickets. We are not using student help and we added no office personnel." **End**

## FOOD CLINIC

Richard Flambert answers your feeding questions

**QUESTION:** In none of your articles has any mention been made of the growth of snack bars in school food service programs. Would you care to comment on this growing trend?

■ We do not oppose snack bars as such. We do oppose their abuse. We think that the growth of snack bars in schools has been generally attributable to the lack of coordination between various departments, a lack of clear philosophy as to what the school lunch program is intended to do, a lack of proper planning in school food service and layout, and a lack of courage to insist upon closed campuses so that a program of nutrition can be carried out.

Some 10 years ago, we made an analysis of the food service program for the Los Angeles school system. We found that almost 60% of the sales in secondary schools were being made from snack bars. Subsequently, we found the same situation in many other school districts.

We were curious about why this type of food was preferred to the standard plate lunch. We found there were three reasons for it:

1. The percentage of participation of children in the elementary schools' "A" lunch program was extremely low, which meant that, on entering secondary school, they did not have the background of good nutritious plate lunches.

2. The standard cafeteria line did not move the students fast enough, with the result that they were practically forced into the snack bar.

3. The snack bar was profitable.

One of the best examples of a successful and intelligent food service program is in Omaha, Neb. All schools have closed campuses. Participation in the school lunch program is over 75%. In the elementary schools, there is no choice and, in consequence, when the child goes to secondary school, the meal pattern has been established.

In the secondary schools, there are plate lunches for 30 cents, for 35 cents and for 40 cents. It is also possible to purchase supplemental foods such as cookies, milk shakes, pie, etc., *but only in conjunction with a plate lunch.* Cashiers will not permit a student to enter the dining room unless a balanced meal has been purchased. Menu planning and nutrition are part of the school training and this program is implemented in the lunchroom. In this case the board, the superintendent, the faculty and the cafeteria director are working together as a team for the welfare of the children.

In areas where large participation is the result of good nutrition programs in the classrooms, snack bars are not popular. In some cases, the service area of the cafeteria has been changed to the scramble system, or some other method of quick service, and the necessity for the snack bar has declined.

**QUESTION:** Are central kitchens always successful?

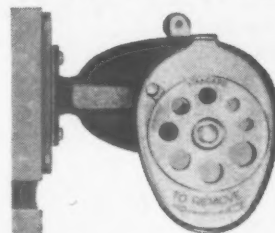
■ What works in one area of the country might not work in another. When central kitchens are needed

and intelligently planned, they never fail, but we do not find that they are always desirable.



**About the author.** Richard Flambert is a partner in the firm of Flambert and Flambert, San Francisco, St. Louis, Omaha and Chicago, food service consultants and engineers specializing in schools and institutions. He is president of the International Society of Food Service Consultants.

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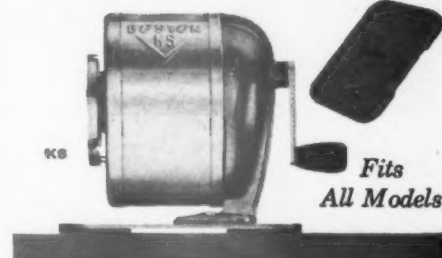
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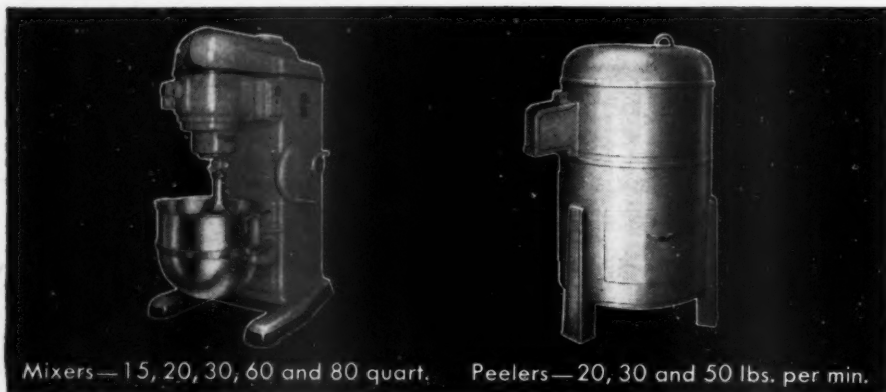
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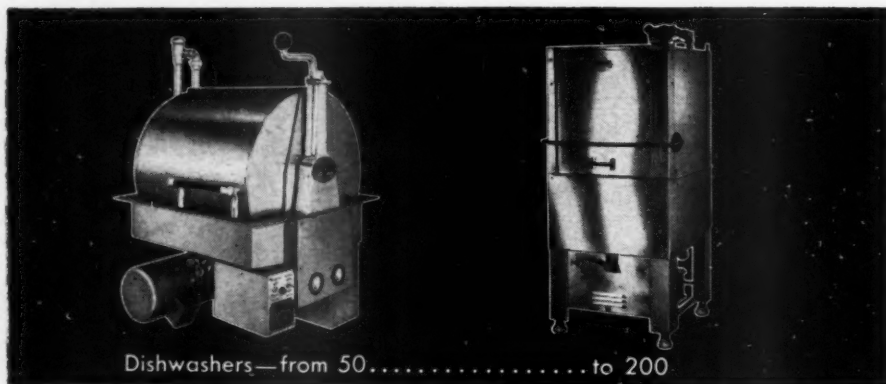
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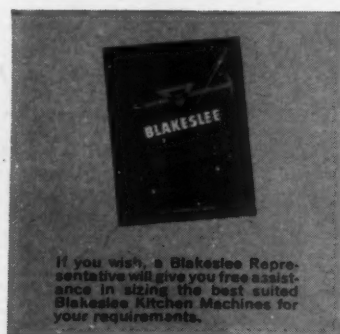
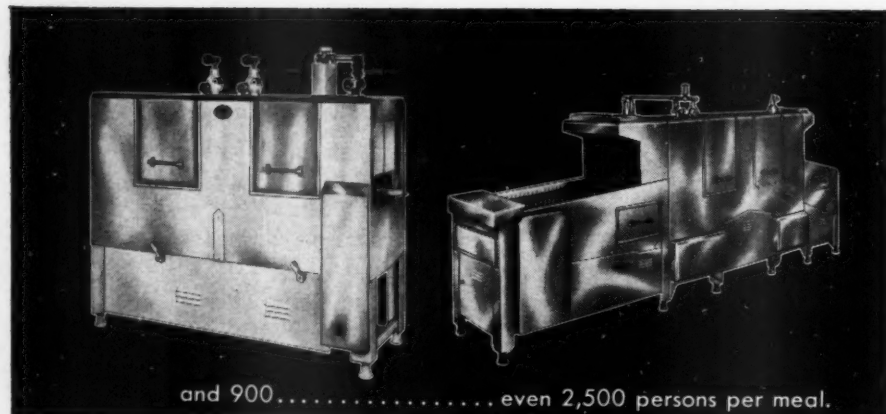
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(Circle number 711 for more information)

### How to introduce a new idea

*continued from page 50*

terms, we explain what we're doing, how it works, what it involves. This politicking is absolutely the finest way to get a message to the public.

**Q. Dr. Finley, earlier you said that if a district knows there is going to be a bond vote, it should make preparations two years in advance. Isn't this rather early?**

**A.** Not at all. In fact, I think we should have started earlier.

**Q. Why? What could be done in these early stages to promote a bond issue?**

**A.** Meeting people. This is the most valuable way to get people to understand education. Once they understand school officials, their policies and ideas, they find it easier to support education financially.

We had informal conferences, to which the public was invited, at the schools. Or I'd go to them. We'd discuss their problems, or bus schedules, or the ungraded primary. During the summer months we averaged about 15 visitors every morning, just sitting around and talking education. You'd be surprised how this has promoted education in our community.

One thing we did in the early stages was to organize a committee of lay people to study our science program. We asked 37 businessmen or scientists living in the area to look at the schools, and we questioned them: "Does this make sense to you as a businessman or scientist? What would you do?" We agreed with most of their ideas, disagreed with others. But we came out with a better science program than we ever had before, and gained community support in the process.

**Q. You feel that the responsibility for education does not lie entirely with school officials?**

**A.** Right. The point is this: Just because you're an educator doesn't mean you know everything about education. I get so disturbed when some of these fuddy-duddies in education think to themselves, "This is my own little bailiwick. I'll run it without anyone's help." These people are not only digging their own graves, they're digging the grave of education. They forget where their revenue and the source of their own product come from. **End**



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## Honeywell



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(Circle number 729 for more information)

## Junior college

*continued from page 42*

ing" students, taking just a few academic, or non-academic, courses. Its position as a vital institution in the county has been well proved, and over the years it has become a true cultural center for all the people of Washington County.

### Look at the record

A report by the faculty and staff of the junior college highlights some of its purposes and accomplishments:

1. During the past decade, one-third of the college-going high school graduates of the county high schools have matriculated at Hagerstown (now it's 40%).

2. In addition to this number are those returning from military service, those who have spent a semester or more at another college and those who have been employed since graduation from high school.

3. Local control enables the college to maintain a liberal policy of admissions wherein students may be considered on an individual basis.

4. In adopting its program to meet local needs, the college provides a flexible schedule of day and evening classes which enables the individual who works to pursue his studies on a part-time basis.

5. Terminal and adult education programs which are not usually a function of the university—are offered.

6. Wide participation by local groups, working with the advisory council of the college and the board of trustees, has enabled the junior college to adapt its program to the needs of the community.

7. The major emphasis of the junior college program is centered upon good teaching (not faculty research).

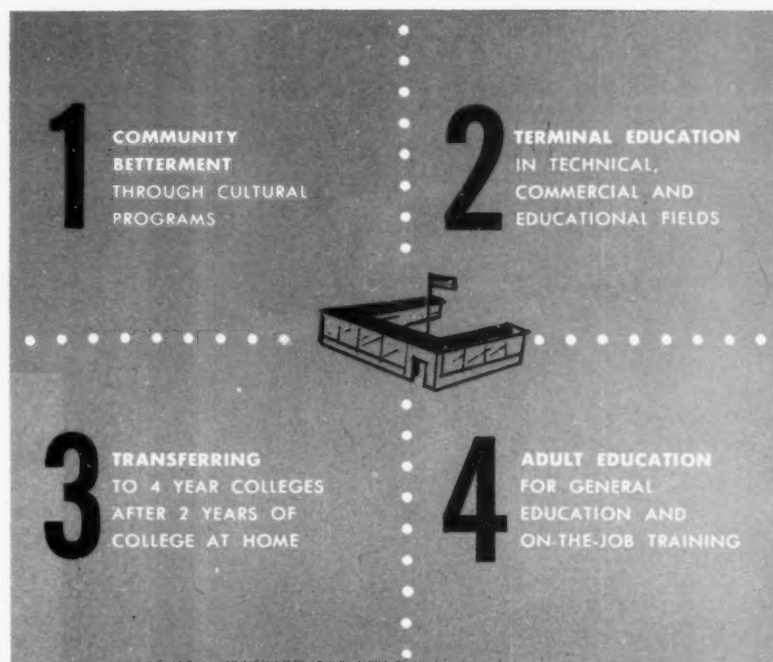
8. Small classes make possible individual appraisal of student potential and needs. They contribute to a favorable relationship between students and faculty members.

### Objectives and curriculums

In establishing a curriculum to implement its objectives, the college sets forth the following basic principles as to what it should provide:

■ An opportunity for students in this community to pursue the first

## THE 4-POINT PROGRAM OF THE COMMUNITY COLLEGE



Because the community college has a much wider latitude in the development of its program, it may respond directly to needs of youth and older citizens in the community in which it exists. It is not limited by the usual college and university requirements of certain courses or degrees. It is directly established by the people, for the people it is to serve; and it may provide a wide variety of educational offerings, including associate degrees, as well as single courses, to meet the specific needs of young people and adults. Courses in such a wide range of endeavors as agriculture, foreign language, or child care may be sponsored by the community, offering opportunities in these fields without regard for previous training or academic prerequisites. This is a fundamental reason for calling this two year institution a "community college" rather than a "junior college."

two years of college study while living at home at minimum financial expense.

■ A number of two-year curriculums which will enable the student to transfer to other institutions of higher education.

■ Several terminal programs, based on the expressed needs of the community, which should increase the student's technical skills and knowledge, and thereby make him a more valuable employee.

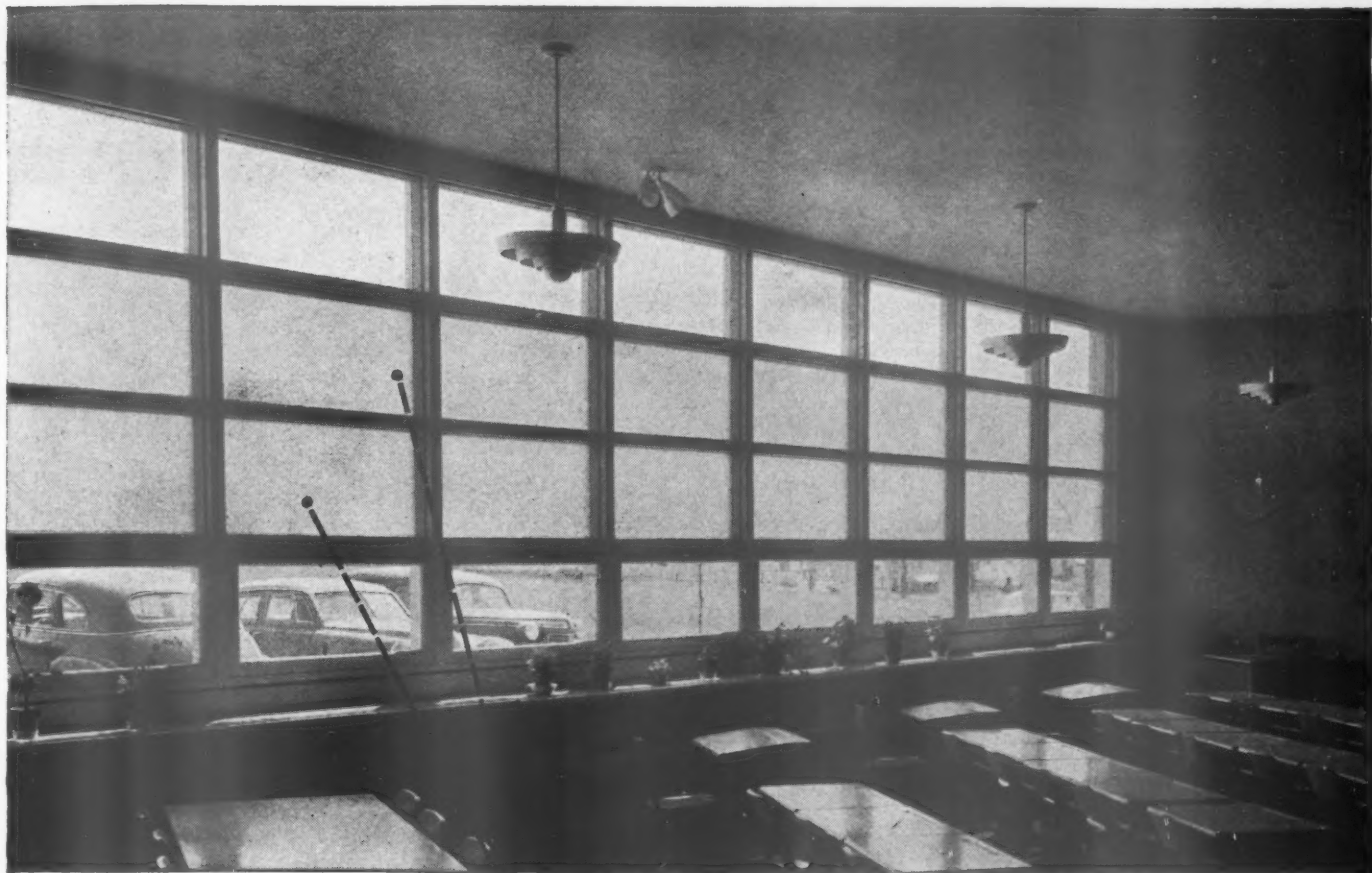
■ A variety of courses for adults in the community who desire additional education and training to

meet vocational and leisure time needs and interests.

■ General education offerings which will broaden the background, knowledge and perspective of the student whether he continues his formal education or seeks employment.

### Who goes to college?

Washington County reflects the country's total population insofar as ability to succeed in college can be measured. Tests reveal that at least 30% of the county's high school graduates have the mental capacity



Farmdale Elementary School, Landisville, Pa. Architects: Coleman & Coleman. Glazier: Earl V. Schaffer. General Contractor: Rice & Weidman, Lancaster, Pa.

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## MISSISSIPPI GLASS COMPANY

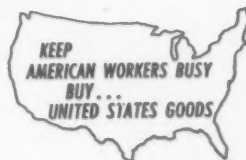
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FEBRUARY 1961





## THE HAGERSTOWN JUNIOR COLLEGE PROGRAM

### Present Program

The present program is presented under the several basic curriculums including:

Arts and sciences  
Business administration  
Communications  
Education  
Agricultural sciences

Accounting and business  
Secretarial studies  
Engineering  
Pre-medicine  
Pre-dentistry

Pre-pharmacy  
Pre-law  
Engineering technicians  
School of nursing

The diversity of courses offered is great. During the present year, the following courses were taught:

### ART

Art appreciation

### BIOLOGY

Principles of biology  
General zoology  
Botany  
Vertebrate embryology  
Human anatomy and physiology  
Microbiology

### BUSINESS

Elementary accounting  
Introductory typewriting  
Introductory shorthand  
Intermediate accounting  
Advanced typewriting  
Advanced stenography  
Business organization and management

### CHEMISTRY

General inorganic chemistry

### COMMUNICATIONS

Fundamentals of television production  
Television production laboratory

### HISTORY

European history  
American history  
Civil War

### LANGUAGES

Elementary French  
Intermediate French  
Elementary German  
Intermediate German  
Elementary Spanish  
Intermediate Spanish

### MATHEMATICS

Review algebra  
Review geometry  
College algebra  
Plane trigonometry  
Analytic geometry  
Elementary calculus  
Calculus  
General mathematics  
Mathematics of investment  
Business mathematics

### MUSIC

Music appreciation

### PHILOSOPHY

Introduction to philosophy  
Introduction to political philosophy

### ECONOMICS

Economic history  
Principles & problems of economics

### ENGINEERING

Engineering drawing  
Architectural drawing  
Introduction to engineering  
Descriptive geometry  
Advanced drawing  
Advanced engineering drawing  
Surveying

### ENGLISH

Composition and literature  
Review of English grammar  
Public speaking  
Business English  
World literature

English literature  
Shakespeare  
Advanced composition

### GEOGRAPHY

Elements of geography  
Economic geography

### PHYSICAL EDUCATION & HEALTH

Physical education  
Health  
Optional physical activities  
Bowling  
Swimming  
Sports officiating  
Intramural athletics  
Practice for teams

### PHYSICS

General physics

### POLITICAL SCIENCE

American government  
State and local government

### PSYCHOLOGY

General psychology  
Applied psychology

### RELIGION

Old Testament  
New Testament

### SOCIOLOGY

General sociology  
Principles of sociology

### In process of development

Technical electronics; Fine arts; Commerce; Life sciences; Physical sciences; Educational television; Advanced technical training in junior engineering, electronics, drafting; Trade training in auto mechanics, carpentry, masonry, electronics, blueprint reading

### Program of Adult Education

Many courses are offered non-matriculated students on a single twelve-week basis. During the second semester of the 1959-60 college year, the following subjects were offered in the Adult Education Division.

### COMMERCIAL SUBJECTS

Beginning shorthand I, II  
Advanced typing, Beginning typing  
Bookkeeping  
Business English

### HOMEMAKING

Sewing for beginners, for advanced students  
Sewing (job training)

### SPECIAL COURSES

Auto driving (automatic shift only)  
Basic school subjects (English, science, math. in review for equivalence examination)

### TRADE AND INDUSTRIAL COURSES

Basic electronics II, Advanced electronics II  
Mechanical drawing  
Welding  
Electric and acetylene  
Woodworking

to pursue a regular four-year academic college education leading to the bachelor's degree.

There is another large group of students with normal mental ability—some 50% of the high school graduates—who would profit from some form of post-high school education including, in some cases, a four-year course. It is in this group that the greatest potential will be found for terminal education programs and for programs leading to the development of technical or vocational skills. It is interesting to note that, at present, about half of the enrollment is drawn from this central group. The other half normally would be expected to continue for four years of college as transfer students. It may be assumed that at least 30% of the high school graduates will benefit by a four-year college education and an additional 20 to 30% will benefit by some education beyond high school.

Since 1952, the percentage of local graduates going on to all colleges has risen from 15 to 21%. When the expanded program develops to its full potential in meeting the needs of all the county's youth, it is expected that 55% of the graduates of high school can benefit from the program. If 15% go on to other colleges, then 40% will have to be accommodated in the local college, and the enrollment will rise to well over 600 students.

#### Ages of students

The table on this page gives the distribution of ages and students attending the Hagerstown College. This tabulation indicates that 55% of the students in the college are between 17 and 21 years of age, normally a direct movement from high school to college. The older students, in most cases, are those attending on a part-time basis, returning to college after work experience, or on-the-job education.

#### Future enrollments

Where is Hagerstown going? Many factors will determine future enrollments in the junior college. Among these are:

1. The number of students graduating from high school. If this fac-

tor grows, so will the number who want further education.

2. The holding power of the high school, which influences the potential number of graduates. (There is substantial evidence that the presence of a 13th and 14th grade leads to higher aspirations. College is possible—economically and without an outstanding high school record.)

3. The proximity of the college campus to the homes of the students.

4. The mental ability of the candidates.

5. The offerings in the college include transfer programs, vocational and terminal education, adult education, and trade education. The extent that all of these programs meet the needs of the high school graduates will bear heavily on future interest in the college's facilities.

6. The cost of attending the junior college.

7. The competition from other institutions of higher education in the area.

8. The increasing demands for education beyond high school as a means of entrance into many occupational groups.

9. The increasing attention to specific needs of individuals through the counseling and guidance program of the college.

#### Action in your community

The Hagerstown college is a typical example of how a modest, locally-oriented effort can produce spectacular results. It differs, in that respect, from the superb junior college movement in California where the state government has been the motivating force. It has been used as an example here, not because it is the *best* community college in the nation, but because it is the product of *local* desire and *local* effort to meet the challenge of 20th century education. **End**

**NOTE:** in the next several issues of *School Management* we will present articles covering the step-by-step details of how to start and to build community colleges.

#### DISTRIBUTION OF STUDENTS' AGES

Hagerstown Junior College

AGE	NUMBER
17	10
18	94
19	47
20	25
21	15
	(191)
22	9
23	21
24	22
25	28
26	17
	(97)
27	10
28	11
29	7
30	4
31	3
	(35)
32	4
33	4
34	1
37	3
38	3
39	4
	(19)
40	1
43	1
45	1
48	1
	(4)
50	2
51	1
52	1
	(4)
<b>Total</b>	<b>350</b>

**Total 17-21 = 191:  
Percent of Total = 55.0**

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ORGANIZATION \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY, STATE \_\_\_\_\_

(Circle number 712 for more information)

## Yours for the asking

continued from page 8

book provides information on sewing and handling fiber glass curtain and drapery fabrics, covers all facets of window decor, and contains suggestions for drapery treatments for a variety of window styles and groups. Also included is a list of fabric facts, a how-to section on measuring for custom and ready-made curtains, and illustrations of the types of drapery hardware available, with instructions for installation. The Pittsburgh Plate Glass Co. is distributing the book.

For a free copy of this handbook, circle number 827 on the Reader Service Card.

**Student projects.** Eighteen welding projects, designed for students in vocational classes, are included in a 27-page booklet published by the Linde Co., a division of Union Carbide Corp. Each project is illustrated and has a schematic drawing which accompanies the list of necessary materials. Step-by-step assembly instructions are provided.

For a free copy of "Practical Welding Projects for School and Shop," circle number 801 on the Reader Service Card.

**Floor maintenance.** "Your Guide to More Beautiful Floors," a booklet by the J. I. Holcomb Mfg. Co. discusses in full the proper procedures for maintenance of every type of floor covering. The booklet tells what to do with old floors, how to keep up appearances of new floors, and what must be done in the way of regular upkeep. These types of floor covering are discussed: vinyl, vinyl asbestos, rubber, linoleum, asphalt tile, terrazzo, concrete, cork, marble, conductive, wood, magnesite, and tile.

For a free copy of this floor maintenance guide, circle number 810 on the Reader Service Card.

**Audio-visual catalog.** This 1961 catalog is a comprehensive list of currently available recordings and filmstrips which can be used in junior and senior high schools. The catalog is published by the Children's Reading Service. All listings are arranged by subject area, and are accompanied by brief descriptions, prices and interest level. Some typical sections are music, social studies, language arts and foreign languages.

For a free copy of this catalog, circle number 821 on the Reader Service Card.



*News from the business firms serving your schools*

### Library reading tables

Solid birch construction with maple finish and formica top are construction features of a series of library reading tables manufactured by Kenney Bros., Inc.

The tables are made in various



heights from 20 to 30 inches. They are 48 inches in diameter. Matching chairs are also available.

For more information, circle number 879 on the Reader Service Card.

The classrooms are constructed on a wood frame, and have baked enamel-aluminum siding.

For more information, circle number 840 on the Reader Service Card.

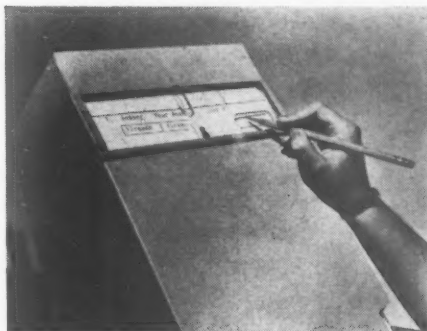
■ ■ ■

### Inexpensive teaching machine

An inexpensive teaching machine with accompanying instructional material is being sold by Grolier, Inc.

The machine is a manually operated desk model which requires a written response from the student. The pupil writes his answer onto the programmed material through a slot in a plastic sheet over the question. With his eraser, which is inserted through another slot in the plastic, he advances the question and finds the correct answer revealed.

Various programs in mathematics, languages and sciences are available. Grolier is also marketing pro-



### Prefabricated classrooms

The Midway Sales Corp. is offering a pre-built classroom designed for either temporary or permanent use. These units, available in a variety of sizes, are insulated and fully wired for accommodation of audio-visual aids. Windows provide ventilation, but special ports which receive air conditioners are available.

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(Circle number 730 for more information)

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(Circle number 725 for more information)

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The MOORE KEY CONTROL System

OLEN RIDDLE PENNSYLVANIA



(Circle number 731 for more information)

grammed texts to be used independently of the machines.

For more information, circle number 809 on the Reader Service Card.



### Large-capacity dishwashers

Two large dishwashers, adequate for kitchens serving up to 1,350 persons per meal, are being introduced by Hobart Mfg. Co.

A flight-type washer has a six-foot center section for washing and rinsing operations, with a six-foot loading and scraping section, and a six-foot drying and unloading extension. The other

machine is the circular type, having a 22-inch recirculating dish scraper and a 64-inch section in which dishes are washed and rinsed. The latter is recommended for use in kitchens of limited space.

For more information, circle number 804 on the Reader Service Card.



### Outdoor vacuum cleaner

An outdoor vacuum cleaner, which operates on hard-top, lawn or gravel surfaces, is being produced by Handling Devices Co. The machine is said to suck up trash, litter, leaves, paper



cups, etc. When cleaning is completed, the bag can be emptied without removing it from the machine.

Operation is similar to that of a power lawn mower. The cleaner is equipped with a four and one-half horsepower gasoline engine with recoil starter and direct drive.

For more information, circle number 814 on the Reader Service Card.



### Steel shelving closet

Closed steel shelving with lockable doors for secure storage of tools and parts is being marketed by Penco Div., Alan Wood Steel Co.

The units, 36 inches wide by 89 inches high, have locking doors which engage at three points and are reinforced to prevent sagging. The chrome-plated door handle has a built-in grooved key lock.

These lockers are "add-on" units; each section contains eight shelves available in 12, 18 or 24-inch depths.

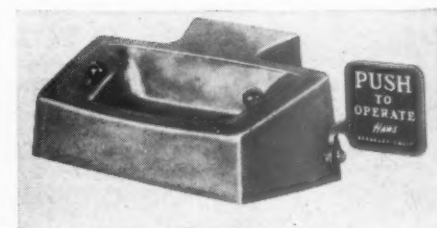
For more information, circle number 817 on the Reader Service Card.



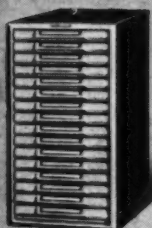
### Eye-wash fountain

An eye-wash fountain for emergency use in science laboratories is being marketed by the Haws Drinking Faucet Co. The fountain is wall-mounted and has two chrome-plated brass fountain heads arranged at opposite angles.

The fountain has a large lever-action valve which precludes fumbling. Once the valve is opened, it flows until manually closed. This leaves both



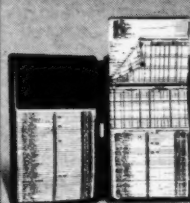
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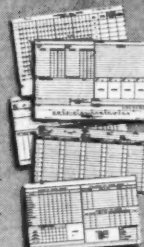
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(Circle number 703 for more information)

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**EASILY ADMINISTERED.** Your teachers will actually use this program, and will like to use it. No extra time or special knowledge required. No need to hire hard-to-find, hard-to-keep, costly specialists.

*All educators are invited to write for **DR** "Facts and Figures":*

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New York 36, N. Y.

(Circle number 762 for more information)



hands free during the eye-washing operation.

For more information, circle number 867 on the Reader Service Card.

#### Floor model collators

A series of semi-automatic floor model collators has been introduced by Thomas Collators, Inc. These tandem-type machines provide flexibility in handling of various sheet sizes and in weights and finishes of stock. They are used for gathering duplicated sheets into sets.

One feature of the 20- and 32-sheet

collators is sheet "separators" which assure single sheet feeding of pre-punched or die-cut stock. The collators also have four-digit counters and flip tops for easy access to working mechanisms.

For more information, circle number 815 on the Reader Service Card.

#### Portable science demonstrator

A portable science demonstration table is being offered by the Kewaunee Technical Furniture Co. The table features oak construction with chem-



ically resistant finish, stainless steel sink, water pump and recessed peg-board back for hanging rods, glassware and tools.

In front, the table has a double door cupboard for storage. Three trays and two one-gallon waste containers are provided. Dimensions of the table are 54 inches long by 36 inches high by 30 inches wide.

For more information, circle number 875 on the Reader Service Card.

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The coating is available in a variety of textures and finishes. It is washable and resists dirt and stain. It can be applied over masonry, metals, wood or composition boards.

When applied, the coating will fill natural voids and imperfections in the surface.

For more information, circle number 842 on the Reader Service Card.

#### Rolling ladder

Two rubber-tired swivel casters on the rear supports permit a ladder, marketed by the Dayton Safety Ladder Co., to be rolled from job to job. The ladder is handy for work which requires frequent changes of ladder position.

It is constructed of light-weight airplane spruce reinforced with steel braces. Steel hand rails guard the ladder's large platform area for added safety.

The ladder's front supports are equipped with safety shoes having neoprene rubber treads, which hold



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(Circle number 763 for more information)



the ladder stationary. It is available in three sizes: three, four-and-one-half, and six feet, measured to the platform.

For more information, circle number 843 on the Reader Service Card.



### Aluminum waste receptacle

A waste receptacle manufactured by National Receptacle Co. is made completely of cast aluminum and has no bolts, rivets or parts to loosen or break off. The unit, which has a ventilated interior, is rustproof and fire-resistant and is coated with a silver

colored baked enamel. It features a self-closing door that swings inward to keep out rain and snow, and flip-top action for easy emptying. Weighing approximately 65 pounds, it measures 46 inches high, has a base 19 inches square and a top 21 inches square. Capacity is 55 gallons, or five bushels.

For more information, circle number 862 on the Reader Service Card.



### Safer classroom TV

Transvision Electronics, Inc., is now marketing a 24-inch classroom television receiver which incorporates sev-

eral safety features. The most significant is a picture tube shielded with laminated safety glass identical to that used in auto windshields.

Other safety items include: a mobile stand with wide base to prevent tipping over; a locked back panel to discourage tampering within the set by students; a wood cabinet to eliminate shock; and an enclosure designed to prevent glare and window reflections on the screen.

According to a study, the 24-inch screen affords good viewing in an area of approximately 325 square feet.

For more information, circle number 835 on the Reader Service Card.



### Battery-powered scrubber

The Lincoln Floor Machinery Co. has introduced a battery-powered floor scrubber which, in one operation,



spreads solution, scrubs, rinses, picks up excess water and dries the floor.

The unit, said to turn within its own length, offers a 20" wide brush, two 16-gallon tanks and a battery with a life of 275 ampere hours at 20-hour rate. Brush pressure is variable from 70 to 150 pounds.

For more information, circle number 838 on the Reader Service Card.



### Reel-to-reel tape magazine

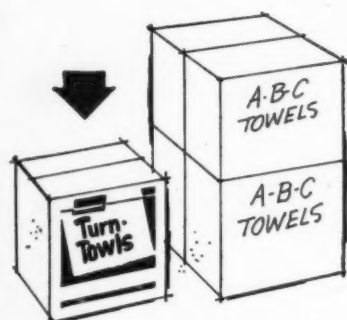
Thompson Ramo Wooldridge has announced a tape recorder-playback unit with a reel-to-reel magazine that eliminates tape threading, breakage or spillage. The magazine is transparent and has an index feature which allows the operator to find a particular portion of the tape.

The unit itself can be mounted, or is available in a portable case. It weighs nine pounds.

For more information, circle number 865 on the Reader Service Card.

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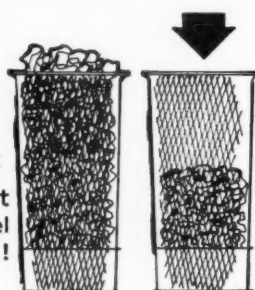


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Turn-Towl cabinet control cuts towel consumption 50%!



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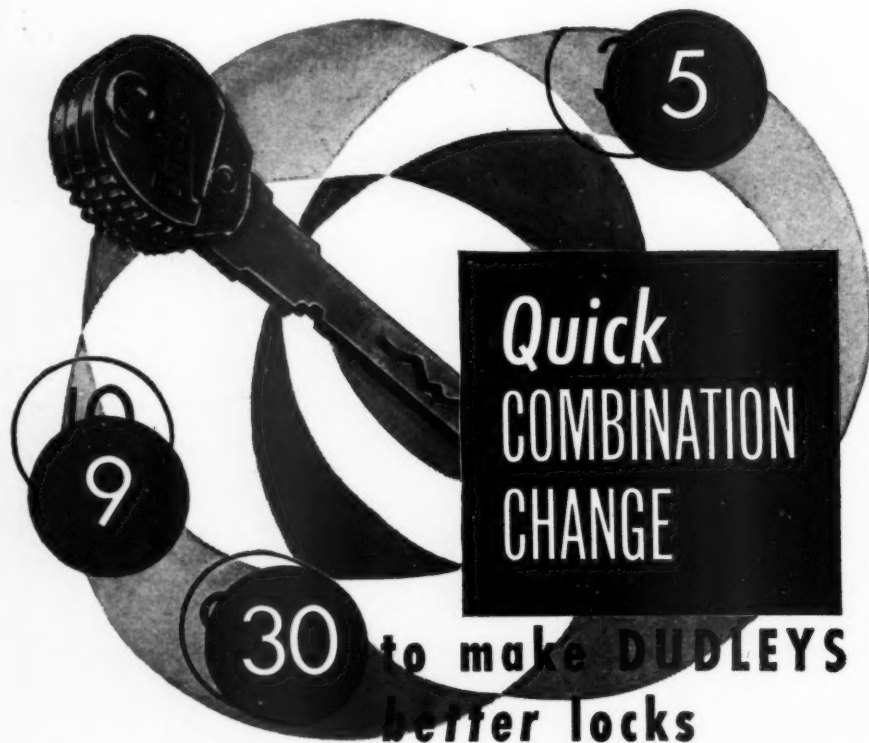
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Address .....  
City ..... State .....

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844	845	846	847	848	849	850	851	852	853	854	855
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Drivotrainer equipment is manufactured, sold and serviced by the Drivotrainer Division, Rockwell Manufacturing Company, Pittsburgh 8, Pennsylvania.

For information on the Aetna Drivotrainer system write:



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